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ABSTRACT

The objective of this project was to improve the Orange, California Unified School District's system for evaluating school principals through the development, implementation, and evaluation of a model program. The intended result of improved evaluation through the model was to identify those management skills which each participating principal needed to develop or improve to become a more effective educational leader in the school and community. The model program was developed and implemented with emphasis on the following specific goals: (1) to identify for each participating principal those mangement skills needing improvement or development; (2) to achieve cooperation between the principal and the evaluator in the attainment of school, district, and personal objectives; (3) to provide an objective basis for district evaluation of school principal competence in specified areas. The following skills were also evaluated: selection and assignment of teachers, staff development, budgeting, school evaluation, decision making, and identification of curriculum needs. (Author/CTM)

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Development, Implementation, and Evaluation of a Model Program for Evaluating School Principals

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Presented to
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in partial fulfillment of the
requirements for
Degree of Doctor of Education

Maxi-II Practicum Report

Jack Jones
Coordinator
March, 1977

Resubmitted by
Edgar Z. Seal
Los Angeles Cluster

Orange Unified School District

370 N. Glassell Street
Orange, Ca. 92666
(714) 997-6
Donald W. Ingwerson, Ed.D.
Superintendent

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

APR 25 1977

June 29, 1976

Dr. Sam Kaylin
Director of Practicums
Noval University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

This past year, Mr. Ed Seal has provided leadership in the development and implementation of a new evaluation system to be used with the principals in the Orange Unified School District. This model was used this spring with the evaluation of selected principals within the district.

The evaluation instrument proved to be comprehensive and valuable in delineating specific areas of performance. We are confident that it is the forerunner of additional evaluation models for our administrators which will prove of inestimable assistance in improving the instructional programs in our schools.

Again, may I express my appreciation for a program which applies the projects of doctoral candidates to the practical concerns of improving the educational system. Mr. Seal's work will be of great value in meeting our District's goals and objectives.

Sincerely,

Donald W. Ingwerson, Ed. D.
Superintendent
Orange Unified School District

DWI:mc

Orange Unified School District

370 N. Glassell Street
Orange, Ca. 92666
(714) 997-6
Donald W. Ingwerson, Ed.D.
Superintendent

June 25, 1976

Dr. Sam Kaylin
Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

It is with extreme pleasure that I have had the opportunity during the past year to work closely with Mr. Seal in the development and implementation of a new evaluation system to be used with the forty-one principals in the Orange Unified School District beginning with the 1976-77 school year.

I have personally been involved with a number of meetings, both discussion and working, where Mr. Seal has given his leadership abilities to the development of the project. During the Spring Semester, the other Area Superintendent, Mr. Joseph, and myself assisted Mr. Seal in the implementation of this Principals' Model as we planned and used this new process with a high school, junior high school and an elementary school principal. We found this model to be quite acceptable in terms of being able to validly evaluate our principals in specific areas, rather than in generalities as in the past.

I am sure this is only the beginning for the Orange Unified School District in the development of additional evaluation instruments for our administrators. However, it was a good beginning and we feel very confident that many good instructional programs will evolve as a result of this type of evaluation instrument.

It has been a real pleasure to see this type of a process used in a Doctoral Program whereby the District and the school benefit from the work that a candidate completes in the program.

Sincerely,

Dr. James Jenkins
Area Superintendent

JJ:dm

Orange Unified School District

370 N. Glassell Street
Orange, Ca. 92666
(714) 997-6
Donald W. Ingwerson, Ed.D.
Superintendent

July 8, 1976

Dr. Sam Kaylin
Director of Practicums
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

This past year I have had the pleasure of working closely with Mr. Ed Seal in the implementation of an administrative evaluation process which will be used by the principals in the Orange Unified School District beginning with the 1976-77 school year.

I have been involved in several meetings where Mr. Seal has demonstrated his leadership abilities in the development of this project. During the second semester of this past school year I assisted Mr. Seal along with Mr. Joseph and Dr. Jenkins in the implementation of this principal's model, and we found it to be an acceptable model in evaluating our principals in specific areas.

It is good to see this kind of process used in a Doctoral Program thus allowing the district and schools to gain from the knowledge that the candidate achieves in the program.

Sincerely,

Duane E. Stiff
Area Superintendent

DES:mr

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SPECIAL CREDITS

Recognition must be given to all of the Orange Unified School District administrators who gave of their time and effort to accomplish this project. In addition, recognition is forthcoming to the Beaverton School District No. 48 in Oregon, Kalamazoo District in Michigan, Long Beach District in California, and the Houston Independent School District in Texas. Many of the ideas and concepts from these districts were invaluable in the development of the Orange Unified School District Principals Evaluation Program.

A special thanks to my editor, Judy Rambeau, and my typist, Marcia Houser.

ABSTRACT

The objective of this Maxi II Practicum was to improve the Orange (California) Unified School District's system for evaluating principals. This improvement was to be realized through the development, implementation and evaluation of a model program for evaluating school principals. The intended result of improved evaluation through the model was to identify those management skills which each participating principal needed to develop or improve to become a more effective educational leader in the school and community. The model program was to be developed and implemented with emphasis on the following specific goals:

To identify for each participating principal those management skills needing improvement or development.

To achieve cooperation between the principal and the evaluator in the attainment of school, District and personal objectives.

To provide a basis for District establishment of minimum school principal competence standards in specified areas.

To indicate the potential benefit of reassigning certain principals to areas of greater competency (e.g., to the classroom).

A definition of terms used in the Maxi II Practicum appears in appendix V.

Chapter I

INTRODUCTION

STATEMENT OF PROBLEM

The national trend toward educational accountability has been exhibited in California during the past four years by the legislation and initiation of various programs for certificated school personnel accountability. Recently the State has mandated that administrative certificated personnel also be included in accountability programs. Although some programs (including "management by objectives") have been initiated by a few districts, administrative personnel in most districts throughout the State are progressing slowly, if at all, in the development of valid accountability tools.

For several years a need has been expressed in the Orange Unified School District (OUSD), by the Board, the Superintendent and others, for a valid evaluation instrument to gauge the effectiveness of school principals' management abilities. Past efforts to develop such an evaluation instrument have resulted in a check list and a one-page summary evaluation. Both the checklist and the summary included many items difficult to measure objectively. Every evaluation using either of these instruments was based, in many areas, on hearsay or on guesswork by the evaluator.

In addition to problems with the instrument, the history of the OUSD indicates that whenever administrative evaluation practices were in the process of being changed there was considerable criticism and mistrust on the part of school

administrators directed toward District office personnel attempting to effect the change. Consequently, efforts to develop an objective evaluation program have been unsuccessful.

The present system of evaluating OUSD school administrators is comprised of individual evaluation instruments the input for which is left to the discretion of each school principal. There is a definite lack of conformity in the present procedures as site principals decide, independently of each other, what satisfies the District requirement. Some principals involve staff, students and parents in evaluating the school programs and personnel, but most merely write objectives based more on assumed needs than on an adequate needs assessment of the school and the principal. Under the present system, there are few District evaluation guidelines for school principals; therefore, it is extremely difficult for the evaluator to know <u>what</u> to evaluate and for the evaluatee to comprehend the evaluator's expectations. In addition, the final evaluation form used in the District - a checklist of fifteen skill areas - contains twelve items which ask the evaluator to <u>guess</u> whether or not the site administrator is working effectively in the school setting. The problem for the evaluator is the lack of information available for accurate evaluation of the principal's skills and for proper establishment of procedures and ground rules. And most importantly, the present evaluation process does not adequately identify for the principal those areas which need improvement.

Based on this history of criticism, mistrust and confusion, and because of the mandate for a valid system of principal evaluation, the OUSD Board of Education directed their two Area Superintendents, the Assistant Superintendent of Personnel Services, and the Superintendent to develop, implement and evaluate a model program that would measure objectively, with a high degree of validity, the effectiveness of school principals' performance in various management areas.

Concurrent with discussion leading to the Board's action, dialogue among principals regarding haphazard District evaluation methods was also taking place. One party in the dialogue was the author of this practicum who voiced his view of the problem, and ideas for improving the evaluation process, to his evaluator and to the Superintendent. To help ensure that the new evaluation process would not meet with the historic resistance among principals, the Superintendent determined that principals should be involved in its creation. Therefore, he accepted the author's offer to coordinate and direct the development, implementation and evaluation phases of the program.

RESEARCH SUMMARY

Research of administrative evaluation programs currently in operation across the nation was the first step in formulating the program for OUSD. A review of literature documenting existing plans and concepts revealed some interesting and useful information, but it also revealed that the lack of progress in administrative evaluation is not peculiar to California. Statistics published in the National Association of Secondary School Principals Bulletin (May 1972) indicate that in 1964 there were 50 administrative evaluation programs in existence nationwide, and by 1971 the number had increased by only 34. And most of the existing 84 evaluation programs could be described as "informal."(12)* Because of the small number and relatively short period of operation of "formal" administrative evaluation programs, the author's area of research was somewhat limited. Available literature, however, yielded worthwhile information on the following, and other, concerns:

Where should evaluation begin?

Who benefits from evaluation and in what ways?

What objectives should be included in an evaluation?

Who should be involved in an evaluation?

What types of evaluation instruments are being used?

*See footnote guide on page 220.

The belief of Superintendent Wilbur D. Hawkins of the Tamalpais (California) High School District is that administrative evaluation should begin at the top. Superintendent Hawkins developed performance requirements for himself and used the same requirements for his administrative staff. By applying to himself the standards applied to the staff, Superintendent Hawkins succeeded in making the evaluation process a basis for security and mutual understanding in his District.(8) Another superintendent who agrees with Hawkins is William D. Coats of the Kalamazoo (Michigan) School District. Superintendent Coats put his salary on the line to underscore the need for performance accountability in the achievement of his objectives for the year. This act led to accountability systems for all administrators in the District. Their achievements, however, were not tied to a salary increase, but to an evaluation system which involved the community, staff, students and the administrator himself (using a self-evaluation packet).(10)

For both Hawkins and Coats, the benefits of evaluation are shared by the organization and the individual; but the ultimate benefit should, of course, go to the students. A 1972 study of inner-city schools conducting successful reading programs indicates that effectiveness of principals has a great deal to do with success or failure of reading programs. The study suggests that evaluation of principals - assessing their strong points and deficiencies - can have a profound effect on student learning. The five factors cited in the study as being necessary for principal effectiveness are: strong leadership;

high expectations; good atmosphere; evaluation of student progress; and strong emphasis on reading.(1) A similar study of schools with successful academic programs reported that administrators of "high producing" units tended to be employee-centered, while administrators of "low-producing" units tended to be content-centered. This information leads to the belief that evaluation of administrators might be more useful if the evaluations emphasized people rather than product. The article in which both these studies appear concludes by saying that evaluation, when based on mutual respect between evaluator and evaluatee, can help the principal increase his impact on learning.(1)

An article by William W. Ingraham and John E. Keefe in the School Management Journal (June 1972)(9) indicates that administrators should establish four types of objectives: individual; organizational; joint performance; and district. The authors state further that the heart of an objective evaluation program lies in scheduled completion of the objectives and periodic progress reports on performance.

One of the most comprehensive studies reviewed, published by ERS in Circular No. 4, 1973, was "Evaluating the Evaluator." This forty-page document offers insight into the benefits of evaluation, numerous sample questionnaires, and suggestions on interpretation and utilization of evaluation results. Many of the items in this study were useful in the development of questionnaires for OUSD.

Another article reviewed asked the basic question which should precede implementation of any evaluation program: "What is the primary purpose for the evaluation?"(16) The answer, according to most authors included in the research, is, "The primary purpose for any administrative evaluation is to improve administrative performance."

George B. Redfern, in the NASSP Bulletin (May 1972), states four basic reasons for evaluating principals: 1) to identify areas needing improvement; 2) to measure current performance against prescribed standards; 3) to compile evidence for personnel dismissal;* and 4) to enable the individual to formulate appropriate performance objectives. Redfern also states that, according to his research, assistance is generally provided to the individual who receives an unsatisfactory evaluation. Such assistance usually takes the form of concrete suggestions for improvement.(12) This concept gives credence to OUSD's concept that evaluations should be used primarily to improve administrative performance.

In looking at those areas that should be evaluated, Redfern made some basic assumptions about evaluations: 1) principal productivity can and should be evaluated; 2) the principal should understand what is expected of him/her, and expectations and responsibilities should be stated in writing; 3) the principal should know to whom to go for direction and

*Reason 3 is inimical to the "mutual benefit" philosophy of evaluation.

supervision; 4) standards of excellence should be designed for use by the principal as "yardsticks" for measuring performance; and 5) performance objectives related to the standards of excellence should be formulated cooperatively by the principal and the evaluator and should be used to evaluate performance.

Lynn Turner[16] believes that, besides establishment of performance objectives, data should be collected from many sources and analyzed to assist in the evaluation process. The data sources should include peers, subordinates, students, parents and the community. With adequate supportive data, the evaluator can assist in improving the administrator's performance.

Selection of behavior areas which should be included in the evaluation of principals are defined by Max Rosenberg in the American School Board Journal (June 1973) as: 1) school organization; 2) instructional programs; 3) student relationships; 4) staff relationships; 5) community relationships; 6) relationships with supervisors; 7) school plant and facilities; 8) schedules, accounts and other management matters; and 9) school climate.[14] Evaluation should naturally identify commendable past performance, but it should also identify skills and abilities which need development or improvement.[11]

Literature researched and school administrators polled indicate that principals <u>want</u> to be evaluated. William F. Pharis[11] points this out vividly, but he qualifies "want" by stating that principals want a system that: 1) measures

reality; 2) considers only variables that can be controlled; 3) spells out clearly and ahead of time what the principals are to be measured against; 4) is not subject to different conclusions by different evaluators; and 5) permits principals to have some voice in determining goals and objectives.

Research indicates that a few states are initiating mandated evaluation of administrators. Many school districts, therefore, are attempting to develop evaluation programs which will satisfy legislative mandates while giving districts the opportunity to assist principals in improving performance.

As an era of administrative accountability begins, sound advice is given by Rosenberg: principals should cooperate from the start with the superintendents and others in planning and implementing evaluation programs with stipulations for annual program review.(14)

Along with the basic reasons for evaluating principals, Redfern lists ten basic items to be considered before evaluation programs are developed:(12)

1) Productivity must be defined in terms of leadership, and educational leadership is more complex than many other managerial endeavors due to the nature of the environment and the end product.

2) The evaluation process must have as its primary purpose the improvement of performance.

3) Understanding of both desirable administrator characteristics and job functions by the evaluator and evaluatee is absolutely essential to the evaluation process.*

*See OUSD's principals' characteristics and job description lists in appendix E and pages 42-43.

4) Standards of excellence must be built into the program.

5) Specific performance objectives must be selected cooperatively with the evaluator, and measurement of their attainment must be realistic.

6) A program of action for improvement and the responsibility for designing it must rest primarily with the individual principal, with assistance from the evaluator.

7) Self-assessment must be an attempt to estimate accomplishments and to identify problems that may have impeded accomplishment of objectives.

8) Assessment by the evaluator must reflect a thorough knowledge of behavioral changes that have taken place, recognition of supervisory assistance provided, and the results that have been achieved.

9) The evaluation conference must be carefully planned by both evaluator and evaluatee.

10) Follow-up ideas gleaned from the evaluation conference should be written down, and plans for future job targets should be discussed and written down for use in the immediate future.

After much research and deliberation this practicum report was developed for the Orange Unified School District. The model for the evaluation of school principals explained in the practicum includes many ideas from the literature reviewed, but the model is based primarily upon the needs of the Orange Unified School District. This practicum presents the development and implementation of a more valid principals' evaluation program than that which was used previously in the District.

PRACTICUM OBJECTIVE

The practicum author, with the assistance of the two Area Superintendents, Assistant Superintendent of Personnel Services, and selected administrators throughout the District, developed, implemented, and evaluated a principal's evaluation model in the Orange Unified School District during the 1975-76 school year. The evaluation model is based on measurable objective data from as many school and community resources as possible to demonstrate validity.

DEVELOPMENT OF DESIGN

During the months of August and September 1975, the practicum author utilized ERIC, SMERC and the Orange County Professional Library to review literature on national trends in evaluation of principals. In addition, the author obtained evaluation packets from sixteen school districts. The smallest packets were three pages in length, and the most extensive were fifty pages. Some brief packets were lacking in measurement capacity, while some lengthy packets were detailed but would take prohibitive amounts of time to complete.

After the author became familiar with professional literature on administrator evaluation, a conference was held with the two Area Superintendents to explain the manner in which the author wished to proceed with the project, and to ask for their approval and support. The Area Superintendents'

approval was based on their belief that the project was long overdue, and their support was very encouraging to the author. The Assistant Superintendent of Personnel Services was equally supportive and stated he would be glad to assist the author in any way that he could.

The Superintendent of the OUSD added his support to the project after the author explained his ideas on evaluation and how they would enhance the District evaluation procedures for principals.

The Superintendent studied the proposed project plan and made some recommendations for monitoring by the Area Superintendents and the author. It should be reiterated here that both the Superintendent and the Board of Education were anxious for implementation of the improved administrative evaluation program. The Superintendent directed and encouraged the author to proceed.

The Superintendent stipulated in one of his recommendations that a grass roots approach be utilized in which a committee of principals would be actively involved with the participant during the developmental stage of the evaluation program. He asked that the two Area Superintendents select ten principals to serve on the Principals' Evaluation Committee (hereafter referred to as the Committee). Five elementary school principals, three junior high school principals, and two high school principals were selected to serve on the Committee. (See materials related to the Committee in

appendices A, B, C, D, and E.) In addition, the two Area Superintendents and the Assistant Superintendent of Personnel Services were asked to serve. There was considerable difference among the attitudes and administrative philosophies of the thirteen Committee members. Some members were very enthusiastic about the project, while some were opposed to the project and somewhat "afraid" of the whole evaluation process. A majority of Committee members, however, were neither for nor against the project, but agreed to serve on the Committee to see what the outcome would be.

The first meeting with the Committee was called by the practicum author to orient members to the purpose, scope, and function of the Committee throughout the duration of the project.

The orientation meeting spawned a lively discussion of basic evaluation philosophies, concerns over past practices, and possibilities for the future. Following this meeting, the author consulted with the Assistant Superintendents to plan strategies for the next meeting. All concurred that the general discussion of concerns and espousing of philosophies which occurred at the initial meeting was a good beginning. It cleared the air for the work ahead. A calendar was established for Committee meetings to be held on the second and fourth Mondays of each month from 1:30 to 4:00 p.m., beginning in October.

Following the first meeting the author duplicated professional articles obtained through SMERC and ERIC and distributed the articles to the Committee members so they could bring themselves up-to-date on the status of administrative evaluation nationwide. (These articles are listed in the bibliography.)

Based on recommendations of the members of the Committee and the Association of California School Administrators evaluation materials from sixteen school districts were also obtained for Committee review. Districts which sent materials on request were Anaheim City Elementary, Fountain Valley Elementary, Fullerton Elementary, Fullerton Union High School District, Ocean View Elementary, Anaheim Union High School District, Brea-Olinda Unified School District, Garden Grove Unified School District, Irvine Unified School District, Newport-Mesa Unified School District, Long Beach Unified School District, Compton Unified School District (all California districts), Beaverton School District #48 in Oregon, Houston Independent School District in Texas, and the Kalamazoo Public Schools in Michigan.

At the conclusion of the second meeting, the Committee assigned certain members to review three different packets of District evaluation materials. The members were to prepare to lead discussions at the next meeting, pointing out the positive and negative aspects of each evaluation program, utilizing the following criteria: 1) the type of management

and leadership skills listed (see appendix E for skills listed by the Committee); 2) the cooperative involvement of the evaluator and evaluatee in the process; and 3) the evaluatee's involvement in the self-evaluation process. Assignment of responsibilities in this manner began to pay dividends by the end of the third meeting. It appeared that, after becoming more familiar with the subject, all were eager to get to the task at hand. It took several meetings to go through the evaluation materials and for the Committee to agree upon the type of format to be used in the OUSD model.

It was the consensus of the Committee that materials and concepts from several districts could be adapted to OUSD's needs and used in the development of the new evaluation program. The author and the two Area Superintendents expressed a preference for directing the Committee's energies to the Kalamazoo, Long Beach, Houston, and Beaverton evaluation materials as these district programs contained three basic criteria mentioned on the preceding page which the Committee felt were needed in the OUSD evaluation program: The author and the Area Superintendents also recommended that an ad hoc committee of five principals be formed to refine the evaluation format and sequence, and to write the implementation procedures for the program. Along with the author, two members from the Principals' Evaluation Committee and two other principals who were recommended for their critical and analytical skills were selected to serve on the ad hoc committee. It was the feeling of the Committee at large that the ad hoc committee, because of its limited size

and the cohesiveness of its members, could accomplish the format task quickly. None of the Committee members who were opposed to the idea of a new evaluation model were appointed to this ad hoc committee. The Committee as a whole felt that it was important to have people who could work in an unbiased and professional manner serve on this smaller committee. The ad hoc committee worked every Wednesday morning from 7:00 to 9:30 a.m. during the month of January.

The completed model and implementation procedures were typed, duplicated and disseminated to all regular Committee members prior to the February meeting. Members were asked to critique the model and to bring any suggestions for refinement to the next meeting. With the exception of some refinements on the three statement pages, the Committee accepted the tentative model as initially presented; however, the two Area Superintendents and the Assistant Superintendent of Personnel Services recommended changes in the area of personnel management. Other technical refinements included combining some items, reheading others, and adding a new section.

The Area Superintendents agreed that it was not necessary to have any prepared questionnaires or surveys included in the evaluation packet, as each principal would be working on different indicators of a performance standard and would have to develop surveys or questionnaires especially for that purpose. The principals on the Committee saw the validity of not recommending any specific questionnaires and were in agreement with the Area Superintendents.

The completed Principal's Evaluation Model, implemented in January of 1976, appears on the following pages.

Chapter II

MODEL

This chapter contains the following Evaluation Model Materials and information developed by the Principals' Evaluation Committee: evaluation instruments; standards of competent performance; procedures for implementing the evaluation program; revised district administrative procedures sanctioning the program; principals' job description; and school plan guidelines and procedures.

_____
Evaluatee

PRINCIPAL'S EVALUATION

GENERAL PERFORMANCE APPRAISAL

Instructions: To Evaluator - Based upon the guidelines in the Principal's Evaluation Model and the information available to you as agreed upon in the planning conference in the fall, assess the evaluatee's leadership and performance qualities.

Evaluation Code: Place a check in appropriate areas after the performance standard being evaluated as agreed upon during the fall conference. (A maximum of five areas to be evaluated.)

PERFORMANCE STANDARDS	Met Expectations	Needs to Improve
1. Management Decision Making		
2. Management Organizational Skills		
3. Communication - Clarity		
4. Communication - Human Relations		
5. Communication - Facilitation		
6. Planning for Budget Development		
7. Budget - Accounting		
8. Budget - Responsibility		
9. School - Community Relations		
10. Personnel Management - Selection and Assignment		
11. Personnel Management - Orientation		
12. Personnel Management - Evaluation		
13. Staff Development		
14. Resources - Maintenance		
15. Physical Resources - Effective Use		
16. Physical Resource - Replacement and Acquisition		
17. Curriculum - Identification of Needs		
18. Curriculum - Development of Goals and Objectives		
19. Curriculum - Implementation		
20. Curriculum - Evaluation		
21. Analysis and Evaluation		

PERFORMANCE SUMMARY

ASSESSMENTS, COMMENDATIONS AND NEEDS

Comments: _____

_____

_____

Final Evaluation and Rating Conference held on _____ _____
(Date) (Evaluator)

_____
(Evaluatee)

STANDARDS OF COMPETENT PERFORMANCE

FOR PRINCIPALS OF THE

ORANGE UNIFIED SCHOOL DISTRICT

The standards listed in this document provide the foundation for three functions of staff development. One function is to provide direction for instructional and professional development. A second function is to determine if the minimal standards of competent performance for principals in the Orange School District are met as listed in the 21 standards of competent performance on the following pages. A third function of the standards is to provide a uniform basis for the District's principal evaluation program based upon the procedures for implementation listed on pages 31 and 32.

A standard is composed of three parts: (1) a statement that establishes a general behavior; (2) a list of indicators which specify how that behavior will be identified and (3) criteria to establish the level of competent performance. The level (criteria) of expected performance of these standards will be determined by the professional judgement of the Area Superintendent. The criteria are based on the principal's job responsibility, experience, and District, building and departmental priorities (School Plan included)* To determine if the requirements of the standard have been met, the statement of general principal behavior, all of the indicators, and the performance level (criteria) must be considered.

STANDARDS OF COMPETENT PERFORMANCE

AREA 1: MANAGEMENT SKILLS

Effective management necessitates the use of organizational skills and the use of alternative methods of decision making.

STANDARD 1 Decision Making The competent administrator solves problems by:

a. using systematic procedures for decision making.
b. employing alternative methods of decision making by involving individuals or representative groups in the decision making process and making individual administrative decisions.
c. basing decisions on building/District/State policies and regulations.

* Please see pages 44 - 48 for School Plan procedures

Standards of Competent Performance (continued)

STANDARD 2 Organizational Skills The competent administrator organizes for effective management by:

a. developing short and long range organizational goals.
b. demonstrating commitment to an organizational pattern whereby each member of the organization has an opportunity to participate in establishing goals.
c. assisting staff, students, and the community in reaching a common understanding regarding the goals of the organization.
d. conceptualizing, planning, implementing and sustaining organizational changes.
e. utilizing the administrative team concept by delegating duties, responsibilities and functions.
f. keeping records and completing reports on schedule.

AREA 2: COMMUNICATION

Effective management necessitates clear communication, facilitation of communication within the organization, and use of communication skills that demonstrate concern for people at all levels relating to the organization.

STANDARD 3 Clarity The competent administrator communicates effectively by:

a. selecting the method of communication which meets the needs of the audience.
b. organizing and expressing ideas in written and oral communication.
c. checking to see if others understand.

STANDARD 4 Human Relations The competent administrator demonstrates concern for people by:

a. being available to others.
b. receiving, listening, and reacting to all communication and suggestions.
c. encouraging others and self to examine, hold, or express differing opinions, ideas, or feelings.
d. showing respect and acceptance of others.
e. responding to people honestly, taking into consideration the sensitivity of individuals.
f. working to develop trust relationships.
g. having frequent shared communication with students, staff and community.

Standards of Competent Performance (continued)

STANDARD 5 Facilitation The competent administrator facilitates communication at all levels relating to the organization by:

a. being able to define District and/or school goals.
b. providing for open communication between all subsystems and the total organization.
c. involving representative groups or individuals.
d. transmitting others' ideas.
e. managing school issues through established District channels.
f. discussing problems with the parties involved.

AREA 3: BUSINESS MANAGEMENT

Effective management of fiscal resources necessitates systematic planning for budget development, accounting, and responsibility for the expenditures of the organization.

STANDARD 6 Planning for Budget Development The competent administrator plans for budget development by:

a. demonstrating skill in the mechanical processes for developing budget requests.
b. establishing a time frame for delivering the budget to the next organizational level.
c. establishing a systematic process which involves staff and community in developing budget priorities.
d. developing a budget document that reflects the goals and objectives of the organization.

STANDARD 7 Accounting The competent administrator uses adequate accounting methods for budget control by:

a. processing financial data.
b. handling purchasing forms and procedures.
c. auditing accounts regularly.

STANDARD 8 Responsibility The competent administrator is responsible for the expenditures of the organization by:

a. allocating available monies with full knowledge of the effects on the total financial picture of the organization.
b. expending funds appropriately.
c. being accountable for security of funds.

Standards of Competent Performance (continued)

AREA 4: SCHOOL COMMUNITY RELATIONS

Effective management necessitates communication, coordination, and cooperation between the school and community to develop a supportive relationship for the benefit of students.

STANDARD 9 Coordination The competent administrator coordinates programs and facilities of the school within the community by:

a. interacting with community groups.
b. obtaining information about the community's priorities as they relate to the school or District programs.
c. identifying community programs which affect the schools.
d. encouraging community use of facilities consistent with District policy.
e. utilizing community resources.

AREA 5: PERSONNEL MANAGEMENT

Effective management of human resources necessitates selection, assignment, orientation and evaluation.

STANDARD 10 Selection and Assignment The competent administrator participates in staff selection and assignment by:

a. providing an accurate job description.
b. obtaining data which reflects District school program needs.
c. utilizing District personnel procedures and policies.
d. identifying all of the positions needed.
e. identifying the assignment requirements.
f. identifying the factors of training, skill, and experience as related to the job description.
g. assigning staff members with the greatest potentiality for meeting the identified needs.

STANDARD 11 Orientation The competent administrator provides a systematic and continuing orientation process for staff members by:

a. communicating the organizational philosophy.
b. acquainting each staff member with the duties and responsibilities of the position.
c. informing staff of District policies, regulations, and employee benefits.

Standards of Competent Performance (continued)

d. acquainting staff with available District resources and services.
e. informing staff of legal regulations and procedures.
f. identifying sources of information about membership associations.
g. evaluating the orientation process.

STANDARD 12 Evaluation The competent administrator provides for the professional evaluation of staff by:
a. following the District time line in the evaluation procedures.
b. assisting staff in the writing of performance objectives.
c. assisting staff in the implementation of performance objectives.
d. monitoring objectives of staff at mid-year.
e. arranging for an evaluation conference before April 15.

STANDARD 13 Staff Development The competent administrator provides for the professional development of staff by:
a. using the District personnel evaluation procedures.
b. providing continuous informal feedback to individuals.
c. administering the District's professional growth policy.
d. advising staff members of professional certification or vocational needs.
e. involving staff in developing inservice activities which reflect organizational and individual needs.
f. assisting staff members in acquiring skills for professional advancement.

STANDARD 14 Maintenance The competent administrator provides for constant maintenance of physical resources by:
a. inspecting the building, equipment and grounds for condition.
b. taking the necessary steps for their preservation.

STANDARD 15 Effective Use The competent administrator provides for optimum use of resources by:
a. promoting efficient and flexible use of the physical plant.
b. employing efficient procedures for the use of, and accounting for supplies and equipment.

Standards of Competent Performance (continued)

STANDARD 16 Replacement and Acquisition The competent administrator provides for the replacement and acquisition of materials and equipment within fiscal restraints by:

a. maintaining accurate inventories.
b. anticipating future needs.
c. employing available means for acquiring resources.

AREA 7: CURRICULUM/PROGRAM DEVELOPMENT

Effective management of curriculum/program necessitates systematic procedures which include identification of needs, development of goals and objectives, implementation of programs, and evaluation of the programs developed.

STANDARD 17 Identification of Needs The competent administrator initiates identification of curriculum-program needs by:

a. determining appropriate sources of data.
b. providing for organizing, collecting and analyzing data.
c. relating data to goals to guide program change.
d. identifying curriculum-program needs.

STANDARD 18 Development of Goals and Objectives The competent administrator develops goals and objectives by:

a. formulating the goals and objectives from the identified curriculum/program changes or needs.
b. evaluating the formulated goals and objectives with District and State priorities, philosophy and guidelines.
c. demonstrating commitment to an organizational pattern whereby all members of the organization have an opportunity to participate in establishing goals.

STANDARD 19 Implementation The competent administrator implements curriculum/program by:

a. participating in the curriculum-program operation.
b. providing staff planning and training.
c. providing resources.
d. establishing activities to meet curriculum needs.

Standards of Competent Performance

STANDARD 20 Evaluation The competent administrator evaluates the curriculum/program developed by:

a. providing for a program to measure learner outcomes.
b. monitoring the program.
c. identifying the progress toward stated curriculum/program goals.

AREA 8: ANALYSIS AND EVALUATION

Effective management necessitates analysis and evaluation of the total program to the needs of students.

STANDARD 21 Analysis and Evaluation The competent administrator analyzes the interrelationships of each component to the total program by:

a. evaluating the interdependence of the components within the total program.
b. interpreting and analyzing the ongoing results of the program evaluation.
c. applying the evaluation finding to expand, revise or suspend programs.
d. developing the process for establishing short and long term goals.

PROCEDURE FOR IMPLEMENTING THE EVALUATION BY OBJECTIVES PROGRAM -- FOR PRINCIPALS

STEP	ACTIVITY
1.	ORIENTATION: a. Distribute principal's evaluation materials. b. Prepare and execute procedures for orienting administrators to the program. c. Familiarize administrators with procedures expected of them and materials to be used. d. Discuss methods and procedures for gathering data. e. Area Superintendent and Principal will cooperatively identify the responsibility of each participant's role in the evaluation process.
2.	PREPARATION PRIOR TO THE OBJECTIVE SETTING CONFERENCE: a. The Area Superintendent prepares for the conference by reviewing the training, job description (see page 42-43), and the current demands of the position based upon a review of all principal competencies. b. Consideration will be given to most feasible means of data collection. Data collected will be analyzed by both the Area Superintendent and the Principal. c. The Principal reviews the General Performance Standards and sets objectives based on results of all input. d. The Area Superintendent and the Principal each select a maximum of five area objectives based upon the twenty-one performance standards and data collected.
3.	OBJECTIVE SETTING PROCESS: a. The Area Superintendent and Principal will meet and establish a minimum of three and a maximum of five immediate objectives based upon the following process: 1) Review the Objectives and Performance Standards. 2) Establish data collection needs and procedures. 3) Designate the Standards which become immediate objectives and complete a write-up for each objective. 4) Determine if future objectives need on-going data collections.

Procedure for Implementing Evaluation Program for Principals

STEP ACTIVITY

5) Set a time line for completion of the objectives and for monitoring.
6) Establish calendar dates for Area Superintendent school visitations.

4. SUPERVISION PROCESS:
a. The Area Superintendent, as an evaluator, serves as resource person and facilitator, for the accomplishment of the objectives as outlined on the objective write-up.
b. Each Principal may develop and implement with his or her immediate Area Superintendent a means to obtain client response (community, staff and students, where appropriate) regarding the school's programs and procedures.
c. The supervisor and/or administrator may mutually agree to the continuation of an objective for an extended period of time.
d. The Principal may develop and implement a means to obtain a client response regarding his personal performance which may be for his personal use.

5. OBJECTIVE EVALUATION CONFERENCE:
The Area Superintendent and Principal will:
a. Review the objectives that were set during the objective setting conference.
b. Review the process for objective accomplishment.
c. Supply the data used to determine the degree of objective accomplishment as agreed upon in the objective setting conference in the fall.
d. Determine the outcomes of achievements of objectives.

6. AREA SUPERINTENDENT COMPLETES EVALUATION FORMS BY COMPLETING:
a. Objective sheets.
b. The final evaluation form.

7. EVALUATEE COMPLETES THE EVALUATEE'S REACTION TO THE EVALUATION FORM:
a. This statement shall be attached to the final evaluation and rating form to become a part of the evaluatee's personnel file.

ORANGE UNIFIED SCHOOL DISTRICT

PRINCIPAL'S EVALUATION

OBJECTIVE WORKSHEET

Standard: _____

_____

_____

Indicator: _____

_____

_____

Level of Competence: _____

_____

_____

Objective: _____

_____

_____

_____

_____

_____

_____

_____

_____

SUPPLEMENTAL STATEMENT #1

(for use when a disagreement
occurs regarding the
selection of objectives)

This form may be used by the evaluatee when a disagreement occurs in the selection of an objective with the Area Superintendent. (When this form is used, it becomes a part of the final evaluation and will be attached to the General Performance Appraisal form.)

Date _____

Evaluatee _____ Evaluator _____

1. Performance Standard Pertaining to Disagreement:

2. Reason for disagreement:

3. Educational Rationale for disagreement: (Constraints)

SUPPLEMENTAL STATEMENT #2

COMMENDATION - RECOMMENDATIONS
(To be completed by evaluator)

This form may be used at the end of or during the evaluation year. (When this form is used, it becomes a part of the final evaluation and will be attached to the general performance appraisal form.)

Evaluatee _____ Evaluator _____

Date _____

I. COMMENDATION

II. RECOMMENDATION

A. Describe evaluatee's deficiencies or areas of activity in need of improvement. Specify suggestions which are to be made or have been made to assist the evaluatee in making the desired improvement.

B. List supportive efforts which will be provided or have been provided the evaluatee to assist him in making the desired improvements.

STATEMENT

Evaluatee's Reaction to Evaluation

INSTRUCTIONS:

This form shall be used by the evaluatee upon completion of the evaluation conference and shall be attached to the final evaluation form which becomes a part of his/her cumulative personnel record.

Evaluatee _____ Evaluator _____

Date of Evaluation _____

_____

Evaluatee's Signature

ADMINISTRATIVE PROCEDURES

In order to ensure that District administrative procedures for evaluation were not in conflict with the new evaluation model procedures, it was necessary to revise the administrative procedures and submit them to the Superintendent for his approval. The procedures are intended to administer the Board of Education policies which are stated in general terms and do not include the details necessary to administer them. The details of the model and its procedures appeared on pages 23 through 36. The revised administrative procedures and the principal's job description are listed on pages 38 through 43. The obsolete administrative evaluation procedures and evaluation instrument appear in appendices G and H.

ADMINISTRATIVE PROCEDURE

ADMINISTRATION

(Series 2000)

ADMINISTRATIVE OPERATIONS 2400

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

INTRODUCTION

Educational administration is a discreet and identifiable function within the practice of education. It should be implied that as a function of education, administration can be measured and evaluated and that this measurement is important as we consider administrator effectiveness as having a direct relationship to the success of the educational process.

The evaluation of administrative personnel should result in certain benefits. There should be improved administrative performance resulting from a process of individual self-assessment along with a cooperative effort with the evaluator. Evaluation should provide information for the modification of job assignments and recognition for superior performance. A sound program of evaluation should also provide each administrator with a more accurate basis for career planning and individual growth and development.

Another factor relating to administrative evaluation is that of accountability. Accountability has become an educational watchword. This means that administrators along with others in the field of education, are being increasingly held responsible for presenting evidence regarding the success of educational programs in the schools of the District.

If an administrator or supervisor is to be held accountable, fundamental to this accountability is an understanding of professional job requirements or performance standards and an agreement between the administrator and his supervisor as to the goals and objectives for which he individually will be held accountable.

It seems to follow then, that administrative evaluation should center upon current job performance with a minimum of emphasis on past performance rating. Thus, the concept of management by objectives is logical and relevant to the matter of administrative evaluation.

Administrative Procedure (continued)

INTRODUCTION (continued)

Therefore, this plan for administrator evaluation is designed around the concept of professional growth and development and administrative accountability through the setting and assessment of job related goals and objectives.

The following specific objectives for this program of evaluation are as follows:

1. To establish performance objectives for both administrative and supervisory personnel as criteria by which performance will be measured.

2. Identify and relate specific areas for improvement to the day to day job performance of administrative and supervisory personnel.

3. Develop mutually acceptable role definitions and role expectations between the personnel being evaluated and those performing the evaluations.

4. Strive for continuous growth and advancements toward higher quality performance of all administrative and supervisory personnel.

5. Continuously assess the evaluation process for modification and improvement.

6. To generate needed data regarding both the organization and individuals within the organization to enhance the decision making process concerning personnel promotions, retention, demotion, dismissal, etc.

7. To promote effective communication among administrative and supervisory personnel.

DEFINITION OF TERMS

Performance Standards:

Broadly defines the employee's job responsibilities in twenty-one performance areas.

Indicators:

Sets forth specific job related objectives for the year. These objectives relate to performance standards. These indicators will be expressed in measurable terms whenever possible.

Administrative Procedure (continued)

DEFINITION OF TERMS (continued)

Role of the Evaluatee:

To participate as a full partner in planning, conducting and assessing the evaluative process.

Role of the Evaluator:

Works closely with the evaluatee in defining job scope, establishing objectives, assessing performance and conducting evaluation conferences.

Performance Monitoring:

Refers to progress checks during the evaluation period after objectives have been agreed upon and before final evaluation is conducted.

Self-assessment:

Implies personal involvement in the evaluation process and may include seeking assessment from peers and subordinates. Self-evaluation is considered one of the most relevant means of evaluation and will be used by all administrators to assist them to improve their job skills.

PROCEDURES

Those to be evaluated:

a. The principal of each school in the District.

Those who will evaluate:

a. Assistant Superintendent of an Area

How Frequently:

a. Annually, or as requested by evaluator or evaluatee.

CALENDAR

1. By the end of the first school month, evaluator and evaluatee will finalize objectives and School Plan for the year.

Administrative Procedure (continued)

CALENDAR (continued)

2. A mid-year progress assessment conference will be scheduled at the conclusion of the objective setting conference in the Fall. This will enable the evaluator and evaluatee to meet and discuss progress so far. At this time, it may be necessary to review and modify previously agreed upon objectives.

3. By the close of the school year, the evaluatee and evaluator will hold a Final Evaluation and Rating Conference.

PERFORMANCE STANDARDS

The evaluation of each principal will begin with an agreement between the Area Superintendent and principal on performance standards and those objectives originating from these materials.

For the building principal, performance standards have been established including a fairly definitive listing of job functions under major performance headings. Evaluation materials which include the general performance appraisal, the twenty-one performance standards, and procedures for implementing the evaluation process have been included for the position of school principal.

Approved, May 1976

ORANGE UNIFIED SCHOOL DISTRICT
Personnel Services
Certificated Job Description

JOB TITLE: SENIOR HIGH SCHOOL, JUNIOR HIGH SCHOOL OR ELEMENTARY SCHOOL PRINCIPALS

A. Primary function: To serve under the governing board and the Superintendent as the chief executive officer of one or more schools with total responsibility to manage all affairs of the school, including general control and supervision of all certificated and classified employees assigned to serve in the school.

B. Directly responsible to: Assistant Superintendent, Area

C. Assigned responsibilities:

1. Provides leadership to the staff in assessing school needs and determining objectives as the basis for developing long- and short-range plans for the school of assignment.
2. Interprets and implements the District-approved curriculum program in the light of individual school needs.
3. Enlists the assistance of the Director, Program Planning and Development in the use of District resource personnel in the improvement of the program of the school.
4. Establishes an effective school administrative organization with clear lines of responsibility and with the necessary delegation of authority.
5. Assists with recommendations for the employment and assignment of all certificated and classified personnel under the principal's jurisdiction.
6. Identifies, provides, assigns, and coordinates inservice growth opportunities for teaching personnel within the school.
7. Evaluates the performance of all assigned personnel, provides counseling and assistance as indicated, recommends appropriate action in cases of substandard performances, and identifies and encourages individual teachers with leadership potential.
8. Assigns all pupils in such a way as to encourage their optimum growth.
9. Makes periodic appraisals of pupil progress.
10. Develops school plans and organizational procedures for the health, safety, discipline, and conduct of pupils as established in District procedures.
11. Plans, coordinates, and evaluates the on-site program of pupil personnel services.

Certificated Job Description (continued)

C. Assigned responsibilities: (continued)

12. Plans, supervises, and directs the business operation of the school in accordance with District policies and procedures.
13. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds.
14. Carries out a program of community relations as a means of interpreting and furthering the school program through parent-faculty groups, advisory committees and other community organizations.
15. Serves as a District officer in communication between central administration and teachers and classified employees in the schools, and interprets and implements District policies in individual schools.
16. Plans, coordinates, and reviews the work of resource teachers and curriculum consultants assigned to assist teachers in the instructional program.
17. Carries on a human relations program in order to maintain high morale of the school staff.
18. Performs other duties as assigned.

December, 1975

SCHOOL PLAN PROCEDURES

During the past three years, school principals have been evaluated on the results of individual school plans. This created much frustration and discontent among principals due to the many uncontrolled variables in the objectives of each school plan.

The Principals' Evaluation Committee which developed the new evaluation model was given direction from the Superintendent to include the school plans in the evaluation program. The Committee tried to include the Superintendent's directions, and, at the same time, tried to alleviate the problem that had existed concerning the uncontrolled variables. In addition, the Committee felt that the procedures must set limitations on how the school plans would be used in the evaluation of principals. Therefore, the model was developed with the thought that the school plans could still be a part of the total evaluation process, but they would only be used in evaluating certain management skills such as planning, organization, and follow-up. The school plan procedures needed to be revised to reflect the changes in the evaluation process.

The Principals' Evaluation Committee reconvened and reviewed the school plan procedures. It was the consensus of the Committee that these guidelines and procedures were not sufficient to enable each school principal to fulfill

those responsibilities which were to be included in the school plan. (See appendix H for school plan audit guidelines.)

The Committee met two different times to revise the school plan procedures. With the assistance of the Committee, the author rewrote the school plan procedures. The revised school plan procedures are on the following pages.

ORANGE UNIFIED SCHOOL DISTRICT

SCHOOL PLAN GUIDELINES AND PROCEDURES

PURPOSE

The school plan is an integral part of the operation of the school to enable the principal, the school staff, and the community to establish those goals and objectives which will enhance the educational program and process at each school. The school plan will be an accumulation of objectives which the principal and the school staff, along with selected parents, agree need to have special emphasis during the coming year to strengthen the school programs for the students. It must be emphasized that the school plan will be a supplemental instrument that may be utilized in the evaluation process of the school principal. However, it will be used only to show how well the principal uses the twenty-one performance areas which are to be evaluated that year, such as organization, communication, etc. The school principal should not be evaluated on the achievements or lack of achievements in the school plan and the objectives in the plan, but only on those management skills of which he has control in following-through on the school plan. In other words, the school plan should not be the only source of data or information which is used in the evaluation of the school principal.

PROCEDURES

1. Each school principal will be responsible for the establishment of a school plan committee which will include members of the school staff, parents and students.

   Suggested composition of the school plan committee:

   Principal - Chairperson
   Classified - 1
   Parents at large - 3
   Community Advisory Council Members - 1
   Students - 3
   Teachers - 3

   Note! The composition of the school plan committee will vary from school to school due to the size of the school and the level of the school. However, each school should involve members from each group listed. Others may be used on the school plan committee.

School Plan Guidelines (continued)

2. It is the responsibility of the school plan committee to collect and evaluate data or information which can be used to establish priority objectives for the coming year and to evaluate the outcomes of the school plan objectives.

3. The school plan should reflect the thinking of the school staff along with the school plan committee and the administration.

4. The school plan should place emphasis on three or more of the basic goals of the District as listed below:

   4.1 Assist students in the development of basic academic and intellectual skills.
   4.2 Assist the students in the development of responsible citizenship.
   4.3 Assist the students in the development of economic self-sufficiency.
   4.4 Assist the students in the development of competency in social relationships.
   4.5 Assist the students in the development of a feeling of self-worth and a healthy self-image.
   4.6 Assist the students in the development of moral values, ethical standards of conduct, and basic integrity.

   In addition, the school plan should include those areas which the Area Superintendent and school principal mutually agree will be of benefit to the school, the District and the community.

5. The school plan will be submitted for approval by October 15 of each school year to the Area Superintendent.

6. The school principal will be responsible for the selection of an audit committee which will evaluate the school plan no later than May 1 of the school year. This committee should meet a minimum of three times during the year in order to:

   1) Receive a copy of the school plan (October),
   2) Meet and discuss the progress of the school plan and the instrument to be used to evaluate it (January),
   3) Visit the school - spend part or all of a day at the school to evaluate those parts of the school plan which are in operation or are ready to implement (May).

School Plan Guidelines (continued)

7. The school plan audit committee should consist of parents, students, faculty, classified staff and administrators. The school plan committee could also serve as the school plan audit committee. Any other types of audit committees such as an external evaluation committee should be discussed with the Area Superintendent to obtain approval.

8. The function of the school plan audit committee is to evaluate the objectives in the school plan as to how well they were achieved through such scheduled activities as school visitations, talking to teachers and other staff members, and studying a summary write-up of the results of each objective in the school plan.

9. The principal will be responsible to prepare a written report to the school board as to the outcomes of the school plan no later than June 15 of the school year. This report will be submitted to the Area Superintendent.

10. The Area Superintendent will be responsible for monitoring the school plan no later than February 1 of each year.

DATES TO REMEMBER

1. Submit school plan to Area Superintendent - October 15.
2. Monitor school plan - January 15.
3. Audit committee report due - May 15 to June 1.
4. School plan priorities for next year - June 1 to June 15.

Chapter III

IMPLEMENTATION

IMPLEMENTATION OVERVIEW

In order to implement the evaluation model which was developed, it was imperative to have several principals and the Area Superintendents work together on the piloting of the program from January 15 through May 1.

An elementary, a junior high, and a high school principal were asked to participate in the pilot program along with both Area Superintendents (although only one Area Superintendent was the actual evaluator for all three principals).

Included in this chapter are the working papers of the three principals, along with the actual objectives and evaluations of each principal.

INTRODUCTION TO GENERAL PERFORMANCE

APPRAISAL FOR PRINCIPAL NUMBER ONE

The evaluation of principal number one (practicum author), along with some of the supporting data, appears on pages 51 through 87. In line with the established procedures for the evaluation model described on page 29, step 3, four performance standards were selected, based on input from staff members and the expressed needs of the school and the community. The Superintendent and Board of Education desired an increase in community awareness of school programs with emphasis on building good human relations (which have been

lacking in the past) within the school and the community. Therefore, the Area Superintendent and the principal agreed upon performance standards Four, communication - human relations, and Nine, school-community relations, as those areas which could bring the community closer to the school and could give parents the opportunity to be more aware of school goals and programs. In addition, performance standard Ten was selected by principal number one based on input from staff members who were concerned with the process used to select teachers and to assign them to various disciplines. It was generally felt that more teacher involvement was needed in both areas.

As a result of a successful staff development process which was initiated this year, the Area Superintendents and author agreed that this program should be continued, and that emphasis should be given to involving all teachers in the process over the next two years. This process involves the Madeline Hunter Teacher Assessment Instrument. (See definition of terms in appendix V for clarification.)

OBJECTIVES AND SUMMARY OF RESULTS

PRINCIPAL NUMBER ONE

(PRACTICUM AUTHOR)

1. Standard Four - Communication-Human Relations

Objective:

The principal will arrange his schedule to make himself more available to students, staff, and parents during the school day. Availability will be measured by a questionnaire to be administered to staff, selected parents and students by May 1, 1976.

Results:

The principal charted the times on his schedule when he was not available during the school day to staff, students and parents. A concerted effort was put forth not to attend or schedule meetings during the school day from January to May. On the staff questionnaire regarding the availability of the principal during the school day, 85.22% of the staff members indicated that he was available 75% of the time or more during the school day, while 9.75% indicated 50% availability. Selected parents and student government leaders indicated that the principal was available during 75% or more of the school day. (A copy of the questionnaire is included in appendix R. Item 1 refers to standard four.)

2. Standard Nine - School-Community Relations - Coordination

Objective:

The school principal and members of his administrative staff will develop improved school-community relations through the scheduling of ten coffee meetings in the homes of parents throughout the school year. The value of these meetings will be measured by a questionnaire completed by each parent in attendance.

Results:

The school principal scheduled ten coffee meetings in the homes of parents; however, two of the meetings were cancelled and not rescheduled. Therefore, eight meetings were held with a total of 124 parents. An average of 16 parents attended each meeting. 112 of those in attendance stated that the meetings were very beneficial in explaining programs and problems at the school, while the remaining 12 parents stated that they were somewhat beneficial. An audio-visual presentation to be included in such meetings in 1976-77 is being prepared. (For questionnaire results see charts 4, 5 and 6 on pages 67, 68, and 69, item 2.)

3. Standard Ten - Personnel Management - Selection and Assignment

Objective:

The school principal and the two assistant principals will establish procedures for the selection and assignment of teachers to meet the needs of various programs

offered at the high school level, and will place teachers in their areas of greatest expertise. The selection and assignment procedures will be established as follows:

a. Teacher applicants will be selected for interview by the principal based upon the needs of the school master schedule and their qualifications to teach in various disciplines.

b. Teacher applicants who have skills in extra-curricular areas such as drama, athletic coaching, forensics will have a definite advantage over those who do not.

c. The principal will establish an interviewing committee consisting of the department chairperson, another member of the department, two students, and the principal or one of the assistant principals. Each of the members of the committee will have equal input in the selection of the teacher, with a general consensus required before employment is offered.

d. Teachers will be assigned to teach various courses based on the following criteria in the order listed below:

    1. Knowledge and experience in major field of preparation

    2. Desire of teachers to teach in a qualified area not in major or minor field of college preparation

3. Ability of teacher to provide instruction to a given group of students, such as honor students, low achievers, educationally or physically handicapped

Results:

The procedures were established for the selection and assignment of teachers by the principal and two assistant principals, with the assistance and approval of the department chairpersons. (See procedures above.) The principal maintained the prerogative of assigning teachers to various disciplines based upon student needs and the knowledge and experience of teachers. This prerogative was used as a last resort to balance the master schedule and offer the courses needed by students. This year six teachers had to be assigned in areas in which they did not have teaching experience and in which they did not particularly want to teach.

4. Standard Thirteen - Personnel Management - Staff Development

Objective:

The principal and members of the administrative staff, with the assistance of selected teachers, will initiate and implement a program for staff development which will provide continuous feedback to teachers to enable them to plan more effective classroom programs of instruction.

Results:

The staff development program was initiated and implemented. The principal and two assistant principals received approximately forty hours of inservice training in observation and evaluation techniques. This training was based on teaching and learning theories developed by Dr. Madeline Hunter at the U.C.L.A. Laboratory School. This process of staff development includes visiting the classroom for the entire period and writing down everything that is said and done by the teacher and students. The raw classroom data is then analyzed by the administrator or teaching colleague using guidelines established by Dr. Hunter, which include:

a. teaching to an objective,
b. teaching to the correct level of learning,
c. monitoring the learning of students,
d. adjusting the instructional program to meet the needs of students,
e. using good learning theories,
f. avoiding the abuse of good learning theory,
g. using the various levels of Bloom's taxonomy in the instructional process,
h. evaluation.

It must be stipulated for those unfamiliar with this systematic process of improving instruction that proficiency in the process described above takes approximately 40 hours

of training with approximately 100 hours of classroom practice. In addition, the total time required on the part of teachers and administrators must be sequenced to allow growth to take place. Many times the process will take a year or more before real progress in improving the skills of the teacher takes place.

Results:

Along with the process described above, two workshops were held at the school. At the workshops, the teachers attended small seminar sessions of their choice on techniques and methods to assist them in the classroom. These sessions were conducted both by staff members and outside presenters. Continued staff development is planned in the same areas next year, as well as involvement of all certificated staff members by the end of two years.

EVALUATION OF PRINCIPAL NUMBER ONE USING STAFF, PARENT AND STUDENT PARTICIPATION

Principal number one (the practicum participant) developed a questionnaire which was completed by staff members and selected parents and students to evaluate the principal in those areas of communication that demonstrate ability to achieve performance standards Four and Nine, and that demonstrate acceptable fulfillment of job responsibilities. (See copy of questionnaire in appendices I and J.)

Questionnaire I in the appendix was administered to all staff members. Responses are listed in order of frequency on chart 1.

The information gathered and exhibited on chart 1 was used to begin the communication process with school staff members.

A similar questionnaire was administered to students and parents (appendix J). The results are listed in charts 2 and 3. Approximately fifteen other responses are not listed in the chart as they were mentioned only once. Many of these responses either did not deal with behavior of the principal or were considered by the practicum participant and colleagues to be irrelevant to proper evaluation.

CHART 1

Staff Perceptions of Principal

1.	Visit classrooms more often	12
2.	Be less reserved	8
3.	Try not to be so serious	5
4.	You appear too aloof	5
5.	Eliminate "colorful" expletives	5
6.	Be more available to teachers	4
7.	Use more personal praise to individuals	4
8.	Keep staff more informed on issues facing District	3
9.	You're involved with too many meetings	3
10.	Visit staff dining room more often	3
11.	Let more people know you care	2
12.	Provide more materials and supplies	2
13.	Walk and talk to more students on campus	2
14.	Make more time available to students	2
15.	Make time for more informal visits to see how things are going	
16.	Give more assistance in carrying out school policies	2
17.	Give more critical input on teacher performance	2
18.	Talk to personnel on an individual basis to get to know them	2
19.	Increase communication with Assistant Principals	1
20.	Help staff identify minimum standards	2

ACTIONS BASED ON STAFF PERCEPTION OF PRINCIPAL AS COMPILED IN CHART 1

The staff had a few concerns regarding specified areas noted on Chart 1. In addition to administering questionnaires to staff, parents and students, principal number one (practicum author):

1) Visited each teacher a minimum of two times during the Spring semester.
2) Visited the staff lounge and/or staff dining area at least once each day to talk to staff members on an informal basis.
3) Totally eliminated colorful expletives such as "damn" and "hell" while discussing school business with staff at staff meetings.
4) Made a special effort to give verbal and written praise to each staff member during the period from January 15 to May 1. This objective was not accomplished with each of the 130-plus staff members; however, all staff members were elated with the effort.
5) Called two special staff meetings during the Spring semester to keep staff members informed on issues facing the District and how these issues could or would affect the employees.

6) Drastically curtailed off-campus and school-day meetings during the Spring semester.

In addition to the above, an increased awareness of how others perceived the principal gave him the opportunity to work on many of the other areas listed on chart 1.

CHART 2

Student Perceptions of Principal

1.	I like you as you are	27
2.	I don't know you that well	16
3.	Talk to more students	14
4.	You need to be out on campus more	12
5.	Be more available to students	10
6.	Visit the classrooms more to check on teachers	8
7.	Make Counselors more accessible to students	7
8.	Make sure teachers are competent to teach various courses	5
9.	Be more outgoing with students	5
10.	Go to more student activities	4
11.	Fire some of the teachers	3
12.	Give more money to the athletic programs	3
13.	You're very quiet, but friendly	3
14.	You're very friendly	3

The above responses were compiled from a questionnaire (appendix I) administered to 72 student leaders in the school.

ACTIONS BASED ON STUDENT PERCEPTIONS OF PRINCIPAL AS COMPILED IN CHART 2

In view of student perceptions of the principal, the following actions were taken to improve programs and principal performance:

1. Interviewed 225 students, randomly selected, using the student interview form in appendix W.
2. Scheduled work day whereby the principal was out on campus at least three days per week talking to students.
3. Visited classrooms of all teachers at least two times during the year.
4. Replanned and remodeled two rooms into a career and guidance center operation to make counselors more accessible to students.
5. Attended as many evening students' functions as possible and sent short notes of praise to teachers and groups involved.

As with the staff perceptions, the students made the principal aware of their feelings, and with this information he was able to implement various strategies to make the school a more positive place for students.

CHART 3

Parent Perceptions of Principal

1.	We like you as you are	15
2.	Stress a more positive attitude by teachers toward students	13
3.	Make counselors more effective	11
4.	You're easy to talk to	9
5.	Be more accessible to parents	9
6.	Keep parents more informed on school programs and activities	9
7.	I like your community coffee meetings	8
8.	Plan more emphasis on the vocational and work skills for students	8
9.	Be less reserved and not so serious	7
10.	Students think you're fair	6
11.	You have a nice personality	5
12.	Deemphasize the athletic program	4
13.	Increase emphasis on the academic programs	4
14.	Plant more trees and shrubs on campus	4
15.	Work with teachers to improve their instructional programs	3
16.	Control students more after football games	2
17.	Cut down on the use of electricity by using less lights at night	2
18.	Increase your emphasis on the fine arts	2

The above responses were compiled from a questionnaire (appendix J) administered to 45 parents active in the Parent-Faculty organization and various booster clubs.

ACTIONS BASED ON PARENT PERCEPTION
OF PRINCIPAL AS COMPILED IN CHART 3

After analyzing the responses, the following actions were initiated to assist in the development of a better program for school-parent relations.

1. Planned and organized a staff development program which included two inservice sessions on developing good interpersonal relations among teachers, administrators, and students.
2. Planned and organized a career and guidance center which would assist the counselors in increasing accessibility and effectiveness in working with students and parents.
3. Kept meetings during the school day to a minimum to be more accessible to parents during school hours.
4. Scheduled a minimum of ten coffee meetings in the home of parents to explain school programs and activities.
5. Sent home a newsletter once each month that highlighted programs on selected issues.
6. Organized bimonthly parent tours of the school.

Charts 4, 5, and 6 give comparative results (response prior to and after action was taken) for the pre- and post-questionnaire listed in appendix R, which was administered

to staff members, selected parents and selected students to see if the principal achieved a more positive response on those items of concern taken from chart 1. Only seven areas were included in the questionnaire as it was felt that these items were the most important and covered most of the expressed concerns.

With over 35 areas of concern designated on the pre-treatment survey given to students, parents and staff, it was determined by the principal that the School Instructional Council members could be of some assistance in determining areas of highest priority. After the council members studied the items on charts 1, 2, and 3 only seven areas were recommended to the principal as being important enough to include and in which he could effect some change from January through May of 1976. Those seven items are listed on the survey results compiled in charts 4, 5, and 6 on the following pages. A copy of the questionnaire used has been included in appendix R.

EL MODENA HIGH SCHOOL

Student Evaluation of Principal

CHART 4

	Always		Most of the time		Some-times		Selsom		I		No Response	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal is accessible and available when I need to talk to him.	9.2 23	12.5 29	33.6 84	48 111	14 35	18.6 43	2.4 6	2.1 5	23.6 59	11.2 26	17.2 43	7.3 17
2. The principal was able to build better relations with the community during the 1975-76 year.	5.6 14	6.5 15	26.8 67	32.5 75	22.8 57	28.6 66	10 25	5.6 13	27.2 68	16.9 39	7.6 19	9.9 23
3. Teachers are assigned to teach in those areas where they have knowledge and competence.	48.4 121	58.4 135	27.2 68	28.1 65	16.4 41	9 21	5.6 14	2.6 6	0 0	.4 1	2.4 6	1.3 3
4. The principal provided time and resources for staff development during the past year.	8.4 21	7.4 17	12.8 32	12.1 28	16.4 41	15.6 36	2.8 7	17 4	52.4 131	57.6 133	7.2 18	5.6 13
5. The principal handles my concerns in a professional and efficient manner.	46 115	63.2 146	9.6 24	19 44	1.2 3	1.8 2	.8 2	1.7 4	34.4 86	11.7 27	8 20	3.5 8
6. Parents and students have a high regard for the principal.	58.8 147	69.5 161	24.4 61	19.5 45	7.2 18	6.7 16	2 5	2.6 5	4.8 12	1.3 3	2.8 7	.4 1
7. Staff members have a high regard for the principal.	34	39	18.4	17.7	14	19.9	0	.4	28.4	18.1	5.2	4.3

Raw score is listed below the percentage score for each item. (Raw score represents the number of respondents.)

Pre-treatment (January 1976) survey results are listed first with the post-treatment (May 1976) results listed to the right.

Pre-survey - 250 students Post-survey - 231 students

EL MODENA HIGH SCHOOL

Selected Parents Evaluation of Principal

CHART 5

	Always		Most of the Time		Some-times		Seldom		I		Mp Response	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal is accessible and available when I need to talk to him.	21.15 44	23.8 48	32.69 68	35.3 71	22.11 46	21.4 43	1.9 4	1.4 3	16.82 35	13.4 27	5.2 11	4.5 9
2. The principal was able to build better relations with the community during the 1975-76 year.	32.21 67	41.8 84	48.55 101	48.3 97	6.73 14	6.5 13	.96 2	.5 1	7.6 16	1.9 4	3.8 8	1 2
3. Teachers are assigned to teach in those areas where they have knowledge and competence.	40.86 85	38.8 78	32.21 67	35.3 71	9.1 19	9.9 20	.48 1	0 0	15.38 32	12.4 25	1.9 4	3.5 7
4. The principal provided time and resources for staff development during the past year.	22.11 46	21.4 43	18.75 39	20.9 42	13.94 29	11.9 24	1.4 3	1.9 4	40.38 84	39.9 80	3.3 7	4 8
5. The principal handles my concerns in a professional and efficient manner.	67.78 141	75.1 151	23.55 49	21.9 44	0 0	.5 1	0 0	1 2	7.2 15	1 2	1.4 3	.5 1
6. Parents and students have a high regard for the principal.	70.67 147	76.1 153	23.07 48	20.9 42	0 0	0 0	0 0	0 0	3.8 8	1.9 4	2.4 5	1 2
7. Staff members have a high regard for the principal.	41.34 86	41.7 86	19.71 41	22.4 47	2.4 5	4.5 9	0 0	.5 1	29.80 62	25.4 51	6.73 14	4.5 9

Raw score is listed below the percentage score for each item. (Raw score represents the number of respondents.)

Pre-treatment (January 1976) survey results are listed first with the post-treatment (May 1976) results listed to the right.

Pre-survey - 208 parents Post-survey - 201 parents

EL MODENA HIGH SCHOOL

Staff Evaluation of Principal

CHART 6

	Always		Most of the Time		Some-times		Seldom		I		No Response	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal is accessible and available when I need to talk to him.	5.6 7	7.4 11	79.62 98	88 103	9.75 12	1.7 2	0 0	0 0	4.06 5	.8 1	.81 1	0 0
2. The principal was able to build better relations with the community during the 1975-76 year.	34.95 43	33.3 39	20.32 25	30.8 36	18.69 23	18.8 22	1.62 2	0 0	15.44 19	13.7 16	8.84 11	3.4 4
3. Teachers are assigned to teach in those areas where they have knowledge and competence.	39.84 49	43.6 51	31.70 39	35 41	3.25 4	3.4 4	0 0	0 0	20.32 25	13.7 16	4.87 6	4.3 5
4. The principal provided time and resources for staff development during the past year.	10.56 13	29.1 34	43.90 54	41.9 49	33.33 41	20.5 24	4.06 5	.8 1	2.43 3	2.6 3	5.69 7	5.1 6
5. The principal handles my concerns in a professional and efficient manner.	69.1 85	76.1 89	15.44 19	12.8 15	8.94 11	7.7 9	.81 1	1.7 2	2.43 3	1.7 2	3.25 4	0 0
6. Parents and students have a high regard for the principal.	72.38 89	73.4 86	11.38 14	13.7 16	3.25 4	2.6 3	0 0	0 0	10.56 13	7.7 9	2.43 3	2.6 3
7. Staff members have a high regard for the principal.	76.42 94	88.9 104	18.69 23	8.5 10	4.87 6	1.7 2	0 0	0 0	0 0	0 0	0 0	.8 1

Raw score is listed below the percentage score for each item. (Raw score represents the number of respondents.)

Pre-treatment (January 1976) survey results are listed first with the post-treatment (May 1976) results listed to the right.

Pre-survey - 123 staff members Post-survey - 117 staff members

COMPARATIVE ANALYSIS OF PRE AND POST SURVEY RESULTS FOR PRINCIPAL NUMBER ONE

Based upon the objectives which principal number one and his evaluator agreed upon in January of 1976 (see pages 52-57), the following conclusions and inferences were made by the practicum participant.

In item one, being available and accessible, the principal made the greatest gain with students and staff. This gain probably occurred due to closer and more frequent contacts that took place within the school with the student and staff.

On item two, building better relations with the community, the greatest gain was with parents and staff. This was, in all probability, due to the parent and community coffee meetings that took place in the homes of parents and involved both parents and staff members. It has been suggested that if students were included in these meetings in the future, relations with students would perhaps show a higher percentage gain.

Item three, teachers are assigned to teach in those areas where they have knowledge and competence, showed a large gain with the student survey results, and little or no gain with staff and parents. This gain with students could have been due to the 110 mid-term graduates. This allowed for more flexibility in staff assignments during the Spring semester,

as the student-teacher ratio was lower with 110 less students. The 3.3% gain by staff would tend to be a reflection of the same situation.

Item four, principal provided time and resources for staff development during the past year, showed virtually no gain with any of the three groups surveyed. This is very difficult to understand as the school has had an ongoing staff inservice program in which some parents and students were involved. This puzzling result could be related to a difference in terminology used with the three groups, causing confusion in completing the survey. In addition, the low gain could have been influenced by only 13 teachers being involved in our TAI workshop. (See definition of terms, appendix A, for TAI.)

Item five, the principal handles my concerns in a professional and efficient manner, showed a large (26%) gain in the student survey with a smaller 5% gain with parents, and no gain with staff members. The larger student gain could have been due in part to the increased amount of time the principal spent on campus talking to students from January to May. Staff members indicated no gain on this item. This may have been due to the near 90% rating achieved on the pre-treatment survey.

Item six, parents and students having high regard for the principal, showed a very moderate gain of approximately 3 to 6 percentage points with all three groups. It is interesting to note that both students and staff members had

an 83% ranking on the pre-treatment survey while parents had a 93% ranking. Perhaps the students' and teachers' rankings have something to do with teacher attitudes in the classroom when discussing the principal and the school.

On item seven, staff members having a high regard for the principal, shows a very moderate gain on the students' and teachers' survey with no gain on the parents' survey. The students and parents both perceive the staff members as having considerably less regard for the principal than the staff members themselves indicated on their survey results. 56.7% of students and 65.1% of parents think that the staff has a high regard for the principal, with 97.4% of the staff agreeing. The variance between items six and seven is difficult to understand when both deal with the same concept. Perhaps the evaluation of the principal in 1976-77 will reflect a closer correlation.

In summary, the overall results indicated a positive situation with seventeen items showing a gain, three items showing no gain, and only one item showing a loss.

Using the first two columns, "Always" and "Most of the Time," differences were noted in the pre and post surveys as seen in chart 7. These two columns were used as they seemed to reflect a positive response in evaluation of the principal by students, parents, and staff members. Therefore, the plus or minus differences on each survey item are based upon the average percent of the "Always" and "Most of the Time"

columns. Chart 7 shows the pre and post survey results along with the gain or loss (difference) within each group surveyed.

COMPARATIVE ANALYSIS OF STUDENT, PARENT,

STAFF EVALUATION OF PRINCIPAL

CHART 7

	Student			Parent			Staff		
	Pre	Post	D	Pre	Post	D	Pre	Post	D
1. The principal is accessible and available when I need to talk to him.	42.8	60.5	+17.7	54.2	59.1	+4.9	85.2	97.4	+12.2
2. The principal was able to build better relations with the community during the 1975-76 year.	32.4	39	+6.6	80.8	90.1	+9.3	55.3	64.1	+8.8
3. Teachers are assigned to teach in those areas where they have knowledge and competence.	75.6	86.5	+10.9	73.1	74.1	+1	71.5	74.8	+3.3
4. The principal provided time and resources for staff development during the past year.	21.2	19.5	-1.7	40.9	42.3	+1.4	71	71	0
5. The principal handles my concerns in a professional and efficient manner.	55.6	82.2	+26.6	91.3	97	+5.7	88.9	88.9	0
6. Parents and students have a high regard for the principal.	83.2	89	+5.8	93.1	97	+3.9	83.8	87.1	+3.3
7. Staff members have a high regard for the principal.	52.4	56.7	+4.3	65.1	65.1	0	95.1	97.4	+2.3

D = difference between the pre- and post-surveys.

SCHOOL PLAN COMMITTEE

The school plan committee was selected by principal number one in March of 1975. It included five parents, five students and seven staff members. The principal selected the members and asked each to serve after carefully explaining the purpose and responsibilities of the committee based on the following criteria:

1. Staff members were selected on their background, experience, and knowledge of school programs and disciplines.
2. Students were selected by the associated student body president and members of his cabinet.
3. Parents were selected from recommendations by various booster clubs on campus with follow through by the principal.

School plan guidelines and procedures are discussed on page 46.

The school plan committee for 1975-76 met for the first time in April of 1975. The purpose for the committee and responsibilities of the members were discussed in detail at this initial meeting and many questions were answered clarifying various areas of concern. It was the consensus of the committee that, in order to obtain necessary information, it was important to conduct a needs assessment of students, staff and parents. The participant made available several

comprehensive surveys for the committee to critique to ascertain if those surveys could measure items of concern already known to exist. After several hours of study and discussion it was decided not to use these questionnaires, but to develop an open-ended questionnaire in which respondents could list those concerns most important to them. (See appendix K.) The results of surveying the three separate groups are listed, in the order of frequency mentioned, in charts 8, 9, and 10.

CHART 8

Staff Concerns

1.	Trash and litter on campus	7
2.	Student apathy about low or failing grades	5
3.	Faculty lack of concern for students	4
4.	Athletic dominance of money and time	4
5.	Poor attitude of Mexican-Americans toward Caucasians	3
6.	Teacher counseling program	3
7.	Catering to student demands	3
8.	Lack of teacher and staff social activities	3
9.	Too many student absences and tardies	3
10.	Obscene writing on walls	2
11.	Communication flow	2
12.	Flexibility in scheduling (too loose!)	2
13.	Too many courses being offered	2
14.	Better communication between deans and counselors	2
15.	Student attitude toward cheating on exams	2
16.	Too much stealing by students	2
17.	Higher graduation requirements needed	2

Other responses were given; however, each was given only one time and appeared to be less significant than those listed.

65 staff surveys were returned out of 121.

CHART 9

Parent Concerns

1.	Need for higher graduation requirements	8
2.	Need for more positive teacher attitudes toward students	7
3.	Too much student stealing on campus	7
4.	Poor counseling	6
5.	Lack of firm discipline	5
6.	Lack of good communication between teacher and parents	5
7.	Laxity in student morals	5
8.	Lack of parent involvement	5
9.	More sports need to be offered (volleyball and soccer)	4
10.	Poor history classes - students hate them	4
11.	Lack of discipline at graduation	4
12.	Teachers swearing in class	3
13.	No smoking area for students	2
14.	Too much emphasis on Mexican-Americans	2
15.	No student dress code	2
16.	Litter on campus	2
17.	Obscene writing on walls	2
18.	Poor spelling and writing skills	2
19.	Lovers on campus prolonging their goodbyes	2

Many other responses were given; however, each was given only one time and appeared to be less significant than those listed.

117 parent surveys were returned on a random sample of 400 mailed out from an alphabetical list of student placement cards whereby every fourth name was selected.

CHART 10

Student Concerns

1.	Need an open campus	34
2.	Poor counseling	22
3.	Need a smoking area	17
4.	Discipline too stiff	13
5.	Need one lunch (don't like double lunch)	12
6.	Teacher attitudes	10
7.	Communication between teachers and students	6
8.	Need better elective courses	5
9.	Need fewer graduation requirements	5
10.	Lack of community involvement	4
11.	More spirit weeks are needed	3
12.	Lack of training of teachers in student-teacher relations	3
13.	Need more extra-curricular activities	2
14.	Fine arts classes	2
15.	Senior privileges	2
16.	Need more efficient office staff	2
17.	Using the stadium for graduation ceremony	2
18.	Gate guards and checking of off-campus passes	2
19.	Cafeteria food	

Many other responses were given; however, each was given only one time and appeared to be less significant than these listed.

206 student surveys were administered to six social science classes, two at each grade level 10-12. Grouped heterogenously in a required course in 10th grade Modern World History, 11th grade United States History, and 11th grade American Democracy.

In comparing the responses of students, staff, and parents, the participant found some common areas of concern, such as faculty attitudes toward students, poor counseling, theft by students, higher graduation requirements, and a smoking area for students. However, there were some real differences in thought between certain groups, such as parents' and students' feelings about school discipline and graduation requirements.

Based upon these survey responses, a list of priorities was established and was given consideration for inclusion in the school plan. Certain priorities were given District attention by special committees. (See School Plan for 1975-76 in appendix M.)

Those items discussed and resolved at the school District level were higher graduation requirements and the smoking area for students.

The areas of poor teacher attitudes and a poor counseling program were handled at the school level with the teacher attitude being dealt with in objectives 18 and 20 in the school plan.

Listed below are those objectives that came about as a result of the school plan committee:

Objectives	Page in School Plan
Staff development	2
History Resource Room	3
Bible as Literature Course	4
Science Fiction Course	5
Community Involvement	11
Staff-Students Interpersonal Relations	12

Objectives	Page in School Plan
Advisor-Advisee Program	13
Single Lunch	14
Attendance-Reduction of Truancies	16

School plan information, which is evaluated by the administration and the school plan committee, comes from the following sources:

1. Concerns of staff, students, and parents taken from various surveys.

2. Input from parent groups active in the school, such as booster clubs, parent-faculty organization, etc.

3. Two scheduled interviews and conferences with each department chairperson and the principal to discuss department problems, needs, and concerns.

4. The results of the Purdue Teacher Inventory. Two full days were devoted to discussing the items on the survey during conference period staff meetings.

5. Information and concerns obtained from four conference period staff meetings held during the year.

6. Recommendations from the instructional council which meets once each month, with additional meetings scheduled as needed.

7. Evaluations from parent tours of the school scheduled bimonthly throughout the school year.

8. Information obtained from parents who attend the ten scheduled coffee meetings in the homes of some of the parents.

Once all the information is carefully compiled, lists of various concerns are evaluated by the staff and the school planning committee, and items that can be improved upon at the school level are then considered potential objectives for the school plan.

These areas of concern were submitted to the school staff to set priorities for those to be included in the school plan. Based on input from staff members, the concerns from the aforementioned sources, and input from the school plan committee, the principal wrote the objectives for the school plan. It should be stipulated, however, that a great deal of preparatory time went into many of these objectives, involving various departments of the staff.

Once the staff approved the objectives that were to be emphasized for the 1975-76 school year, the school plan was taken back to the school plan committee for refinement and final drafting. The refined draft of the school plan was duplicated and disseminated to all staff members, selected parents and students. The parents involved included the Parent-Faculty Organization and all booster clubs. Students included those active in student government.

In January of 1976, the school plan committee administered the same open-ended survey administered in May of 1975 to twelve classes (341 students) in the social science classes, four at each grade level (10-12). The likes and dislikes were combined and a specific questionnaire was developed to obtain more specific information from 1200 students. The results were tabulated and analyzed by a computer comparing the various grade levels, and male/female responses. The questionnaire was constructed by the principal and approved by the school plan committee. See appendix L for the sample questionnaire.

1975-76 SCHOOL PLAN RESULTS

The practicum author worked with the two assistant principals in the achievement of the objectives in the school plan throughout the school year. All objectives of the school plan were monitored in January of 1976 and minor revisions were made at that time. The monitoring of the school plan objectives was completed by each administrator working with department chairpersons in those departments assigned to him by the school principal. May 1 was established as the deadline to submit supporting data from the two assistant principals on the objectives for which they were responsible. These data were read and evaluated by the practicum participant and collated with the school plan. The summary of the school plan was duplicated and distributed to staff members and to members of the school plan committee for their information and evaluation. The school plan committee reviewed, evaluated, and made recommendations on the twenty-seven school plan objectives at the last meeting in May of 1976. Some of the objectives were recommended for continuance in the 1976-77 school plan. Those objectives which will be in the 1976-77 school plan are numbers 2, 8, 10, 20, 21, 22, and 26 on geometry team teaching, staff development, improvement of basic skills, curriculum articulation, career center expansion, advisor-advisee program, campus improvement, and a reduction of school truancies.

In addition, the school plan summary and all support data were submitted to the Area Superintendent to be used as supplemental evaluation material for evaluating the practicum participant in May of 1976 as stipulated in the school plan guidelines on page 42 of this report. The Area Superintendent may use those objectives which apply to the various organizational and management skills listed in the twenty-one standards of performance in the model to assist him in the evaluation of the principal. This use, however, is not mandated in the model. This is a permissive evaluation tool to be used at the discretion of the Area Superintendent.

In appendix Q you will find an evaluation questionnaire which was given to the Audit Committee, the results of which were intended for use by the school principal in writing parts of the 1976-77 school plan during the summer of 1976. This questionnaire was not formally developed due to its type and the informal manner in which it was administered. It was used more for <u>giving</u> information than receiving it.

PRINCIPAL ONE

(Practicum Author)
(El Modena High School)

PRINCIPAL'S EVALUATION

GENERAL PERFORMANCE APPRAISAL

Instructions: To Evaluator - Based upon the guidelines in the Principal's Evaluation Model and the information available to you as agreed upon in the planning conference in the Fall, assess the evaluatee's leadership and performance qualities as stipulated in step 3 of the implementation procedures.

Evaluation Code: Place a check in appropriate areas after the performance standard being evaluated as agreed upon during the Fall conference. (A maximum of five areas to be evaluated.)

PERFORMANCE STANDARDS	Met Expectations	Needs to Improve
1. Management Decision Making		
2. Management Organizational Skills		
3. Communication - Clarity		
4. Communication - Human Relations	X	
5. Communication - Facilitation		
6. Planning for Budget Development		
7. Budget - Accounting		
8. Budget - Responsibility		
9. School - Community Relations	X	
10. Personnel Management - Selection and assignment	X	
11. Personnel Management - Orientation		
12. Personnel Management - Evaluation		
13. Personnel Management - Staff Development	X	
14. Resources - Maintenance		
15. Physical Resources - Effective Use		
16. Physical Resource - Replacement and Acquisition		
17. Curriculum - Identification of Needs		
18. Curriculum - Development of Goals and Objectives		
19. Curriculum - Implementation		
20. Curriculum - Evaluation		
21. Analysis and Evaluation		

PERFORMANCE SUMMARY

ASSESSMENTS, COMMENDATIONS AND NEEDS

Comments: One of our finest principals. Mr. Ed Seal has had a very successful school year. He is dedicated, hard-working and with a keen sensitivity for young people. Ed has exhibited exceptional leadership and direction for El Modena High School. He has a great deal of pride in his school, staff, students, and community. He worked extremely hard in the four areas

Comments: (continued) selected for his evaluation and the data showed that he far exceeded our expectations in these identified areas. It is my recommendation Mr. Seal continue his work on standard 4 and 13 for the 1976-77 school year to maintain and further develop these areas to improve the school's image in the community and assist teachers to develop better techniques of instruction in the classroom.

Final Evaluation and Rating Conference
held on May 7, 1976
(Date)

Lou Joseph (Evaluator)

(Evaluatee)

STATEMENT

Evaluatee's Reaction to Evaluation

INSTRUCTIONS:

This form shall be used by the evaluatee upon completion of the evaluation conference and shall be attached to the final evaluation form which becomes a part of his/her cumulative personnel record.

Evaluatee Edgar Z. Seal Evaluator Louie S. Joseph

Date of Evaluation May 7, 1976

I feel that Mr. Joseph and I worked very cooperatively in the achievement of my objectives selected. I feel the evaluation was very honest and fair and that I received assistance and support when it was needed from the Area Superintendent.

_____

Evaluatee's Signature

PRINCIPAL NUMBER TWO

MC PHERSON JUNIOR HIGH SCHOOL

The following pages present the selected objectives and summary of results, and evalution results for principal number two.

PRINCIPAL NUMBER TWO

MC PHERSON JUNIOR HIGH SCHOOL PRINCIPAL

1. Standard Five - Communication - Facilitation

Objective:

The principal, with the assistance of the assistant principal, counselors and department chairpersons, will assist the staff, students and community in reaching a common understanding regarding the goals and objectives of the school and District. Understanding will be measured by a questionnaire administered to students, staff and selected parents by May 1, 1976.

Results:

During the past few years there has been much confusion regarding what should and should not be taught at McPherson Junior High School. To alleviate this confusion, the principal and staff conducted a needs assessment and corollated this with the District goals and objectives. A needs assessment was administered through a number of staff meetings and through a questionnaire that was administered to parents, staff and students.

The results of the questionnaire revealed that the staff and parents were basically interested in the same things for the students in the school, and that most of the students were interested in courses a little less academically oriented. Those areas deemed most important to

staff and parents were also considered most important to the District.

Results:

After evaluating all information, it appeared that communication was a definite problem and that strategies needed to be devised to close the communication gap. Closure was achieved through various publications and a number of coffee meetings in the homes of parents. The principal and staff plan to continue to maintain and implement strategies to improve parent, student and staff communication in 1976-77.

2. Standard Four - Communication - Human Relations

Objective:

The principal will develop a schedule of eight coffee meetings to be held in the homes of parents to disseminate information about school programs and to listen to and evaluate the concerns of the parents. The effectiveness of these coffee meetings will be measured by a questionnaire completed by each parent in attendance.

Results:

Coffee meetings were organized and scheduled in the homes of nine parents throughout the school year, with assistance from the parent-faculty club board members. These meetings were usually held during the evening hours from 7:30 to 10:00. In evaluating the brief questionnaire completed by the parents, it was evident that vital

information was being both disseminated to and received from our parents. Out of 156 responses, 147 felt that the meetings were very beneficial in making parents aware of the school's goals, objectives, and programs. These meetings will continue to be a high priority for 1976-77.

3. Standard Six - Budget - Planning for Budget Development

Objective:

The principal will develop and implement a systematic process for developing budget priorities. The process will involve all school staff members. The process will be measured using data collected and the process developed for staff involvement.

Results:

The school requires considerable amount of equipment to maintain and upgrade the instructional program. In the past, no basic procedures were used and staff was not involved in establishing a priority list for the replacement and purchase of new equipment. Guidelines were developed involving department chairpersons and members of each department. Their input was matched to their program objectives, and a priority list was established to purchase priority equipment as funds became available. This priority list will be updated each year using the same procedures.

4. Standard Thirteen - Personnel Management - Staff Development

Objective:

The principal, assisted by selected staff members, will develop an inservice program for teachers and other certificated staff members which will reflect the needs of the school and the District. This program will be evaluated through a brief staff questionnaire and a review of topics successfully covered throughout the year.

Results:

The staff development program was approved by the Board and implemented during the 1975-76 school year. McPherson Junior High School scheduled a staff workshop or inservice sessions every Friday from 7:30 to 9:00 a.m. The hour of instructional time which was lost on Friday was retrieved at other times during the week. The brief questionnaire administered to staff members demonstrated that they felt these meetings were very helpful to them in the classroom, in addition to helping them become much better informed in a number of areas. There was some criticism that certain topics covered at the meetings could have been covered at faculty meetings. The topics will be revised in the recommended program for 1976-77.

5. Standard Twenty-one - Analysis and Evaluation

Objective:

The principal will analyze and evaluate the results of various program objectives in the areas of math and reading

obtained through the implementation of new programs in these disciplines. The results will be measured by the average achievement scores obtained in the 7th grade program on standardized pre- and post-tests.

Results:

All 7th grade students were tested in the areas of math and reading using the California Test of Basic Skills, in October 1975. During the Fall semester a levels math program was implemented allowing students to progress at their own rates, and emphasis on reading was increased through implementation of a fifteen-minute reading period every day for all students and staff members. The post-testing in April showed the average gain in math to be 1.4 years with a grade level ranking of 8.3, while the average gain in reading was 1.6 years with a grade level ranking of 8.6.

COMPARATIVE ANALYSIS OF PRE AND POST EVALUATION OF MC PHERSON PRINCIPAL BY STAFF, PARENTS, AND STUDENTS

The following pages include discussion and interpretation of the comparative analysis of the pre and post principal evaluation questionnaire. Charts 11, 12, 13 and 14 present comparative data from the pre and post evaluations. A copy of the questionnaire has been included on pages 97 and 98.

The questionnaire was developed by the principal and the practicum author to correspond with the principal's objectives and the performance standards listed in the model.

It must be noted that the two columns headings selected to evaluate statements on a positive basis were "Always" and "Most of the Time." Other responses were considered less than positive. This was agreed upon by the principal and his evaluator, the Area Superintendents, at the objective setting conference in January as specified in the model procedures on page 31, step 3.

The principal made considerable gain in the "accessible to staff members, parents and students" category. The lowest gain was 12.9% with parents, and the highest gain was 18.88% with staff. Students registered a 15.39% gain. Being accessible is the first step in the accomplishment of standards four and five in the principal's objectives. Items one through

eight on the questionnaire were related to the accomplishment of standard four on human relations in the principal's model as stated on page 24. Out of 24 possible areas, there were positive gains in 21, with item seven (developing a trust relationship) showing a negative response from both the staff members and parents surveyed. This could have been caused by a problem of communication between the English Department and a group of parents, the resolution of which involved the principal. It is interesting to note that the students showed a gain of 27.41% on item seven.

Item two on the student survey showed a slightly negative response of 3.01% which may be attributed to disciplinary action taken by the principal to correct a behaviorial problem in the classroom and on campus. This item conflicts with the large positive response on item seven in developing a trust relationship.

Items nine and ten on the questionnaire showed a positive response and considerable gain with the staff, while a moderate gain was noted with the parents and a slight, nearly insignificant gain with the students. The low student gain may have been due to lack of understanding of the item or to the students' feelings about being required to take certain courses.

Item eleven is directly related to standard seven, establishing budget priorities with systematic procedures, which was one of the principal's areas of emphasis. Both

staff and parents showed a large gain, but there was little, if any, gain shown by students.

Items twelve and thirteen are related to performance standard thirteen on staff development (page 28). Through involvement of various groups in planning inservice needs, the staff and parents were very much involved and showed considerable gains. There was a very small gain on the part of the students. This result was expected; there was not much student participation as the meetings were held after school.

Item thirteen on the staff questionnaire, providing for inservice needs, showed a loss. This could have been due to the type of items that were presented at the inservice meetings. Some teachers felt that a number of topics should have been covered at faculty meetings because they were not related to the improvement of teaching skills.

Items fourteen and fifteen were directly related to analysis and evaluation, performance standard number 21. The staff results showed a very moderate and, perhaps, an insignificant gain. However, the percentages were fairly high on the pre-treatment questionnaire. The student response also showed an insignificant gain on both items. The parents showed a moderate-to-large negative response. The item fourteen responses could be due to a lack of participation on the part of the parents. Item fifteen had an extremely high percentage on the pre-treatment survey.

For a complete and detailed summary of the survey questions, see charts 11, 12, 13 and 14 for parents, staff, and students.

McPherson Junior High School
Evaluation Questionnaire
for the Principal

Directions: Please complete this questionnaire by checking the appropriate blank for each statement. The percentages in the code are listed to give you some guidelines in estimating your evaluation in a more definitive manner.

Please check one: ___ Staff ___ Parent ___ Student

Code: Always = 95% to 100% of the time
Most of the Time = 75% to 94% of the time
Sometimes = 25% to 74% of the time
Seldom = 5% to 24% of the time
I = Insufficient information to evaluate

Statement	Always	Most of the time	Sometimes	Seldom	I
1. The principal is accessible to me.					
2. The principal listens to my concerns.					
3. The principal follows through on concerns and suggestions by staff, students and parents.					
4. The principal shows respect and acceptance for staff, students and parents.					
5. The principal encourages staff, students and parents to express their ideas and opinions.					
6. The principal is sensitive to the needs of staff, students and parents.					
7. The principal tries to develop a good trust relationship with staff, students and parents.					
8. The principal has frequent communication with students, staff and parents.					
9. The principal assists to define District and school goals for staff, students and parents.					
10. The principal involves all groups and individuals in the communication process.					

McPherson Junior High School Evaluation Questionnaire (continued)

Statement	Always	Most of the time	Some-times	Seldom	I
11. The principal uses a systematic process involving staff, students and parents in developing budget priorities.					
12. The principal involves the staff, students and parents in developing inservice needs for the staff.					
13. The principal provides the opportunity for inservice needs for staff members.					
14. The principal assists the staff in analyzing and interpreting the results of the levels math program.					
15. The principal provides the opportunity for all students to read each day to improve library book interest and reading skills.					

PRINCIPAL EVALUATION SURVEY

PRE AND POST STAFF - MC PHERSON

ADMINISTERED IN JANUARY AND MAY, 1976

CHART 11

Questionnaire Statement	Always		Most of the time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal is accessible to me.	17 36.95	26 59.09	13 28.26	11 25.00	14 30.43	6 13.63	2 4.43	1 2.27	0 0	0 0	46	44
2. The principal listens to my concerns.	25 54.34	28 63.63	12 26.08	14 31.81	7 15.21	2 4.54	2 4.34	0 0	0 0	0 0	46	44
3. The principal follows through on concerns and suggestions by staff, students and parents.	7 15.21	9 20.93	14 30.43	18 41.86	22 47.82	12 27.90	2 4.34	3 6.97	1 1.54	1 2.32	46	43
4. The principal shows respect and acceptance for staff, students and parents.	23 51.11	26 59.09	9 20	7 15.90	13 28.88	11 25.00	0 0	0 0	0 0	0 0	45	44
5. The principal encourages staff, students and parents to express their ideas and opinions.	11 23.91	10 22.72	13 28.26	17 38.63	8 17.39	8 18.18	11 23.91	7 15.90	3 6.52	2 4.54	46	44
6. The principal is sensitive to the needs of staff, students and parents.	22 47.82	20 47.61	14 30.43	17 40.47	6 13.04	2 4.76	2 4.34	2 4.76	2 4.34	1 2.38	46	42
7. The principal tries to develop a good trust relationship with staff, students and parents.	24 52.17	27 61.36	11 23.91	5 11.36	8 17.39	11 25.00	2 4.34	0 0	1 2.17	1 2.27	46	44
8. The principal has frequent communication with students, staff and parents.	14 30.43	21 47.72	16 34.78	17 38.63	12 26.08	5 11.36	1 2.17	0 0	3 6.52	1 2.27	46	44

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CHART 11 (continued)

Questionnaire Statement	Always		Most of the Time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9. The principal assists in defining District and school goals for staff, students and parents.	21 45.65	25 56.81	8 17.39	13 29.54	7 15.21	4 9.0	3 6.52	1 2.27	7 15.21	1 2.27	46	44
10. The principal involves all groups and individuals in the communication process.	13 28.26	19 43.18	9 19.56	11 25.00	17 36.95	12 27.27	5 10.86	2 4.54	2 4.34	0 0	46	44
11. The principal uses a systematic process involving staff, students, and parents in developing budget priorities.	7 15.21	16 37.20	5 10.86	11 25.58	13 28.26	9 20.93	15 32.60	4 9.30	6 13.04	3 6.97	46	43
12. The principal involves the staff, students and parents in developing inservice needs for the staff.	9 20	14 31.81	7 15.55	13 29.54	16 35.55	15 34.09	3 6.66	2 4.54	10 2.22	0 0	45	44
13. The principal provides the opportunity for inservice needs for staff members.	5 10.86	8 18.18	17 36.95	12 27.27	9 19.56	19 43.18	9 19.56	3 6.81	6 13.04	2 4.54	46	44
14. The principal assists the staff in analyzing and interpreting the results of the levels math program.	14 31.11	17 38.63	11 24.44	10 22.72	5 11.11	5 11.36	2 4.44	2 4.54	13 28.88	10 22.72	45	44
15. The principal provides the opportunity for all students to read each day; thereby improving their library book interest and reading skills.	22 47.82	24 54.54	17 36.95	15 34.09	5 10.86	4 9.0	1 2.17	0 0	1 2.17	1 2.27	46	44

100

PRINCIPAL EVALUATION SURVEY

PRE AND POST PARENTS - MC PHERSON

ADMINISTERED IN JANUARY AND MAY, 1976

CHART 12

Questionnaire Statement	Always		Most of the time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal is accessible to me.	9 8.91	17 20.73	26 25.74	22 26.82	22 21.78	19 23.17	7 6.93	4 4.87	37 36.63	20 24.39	101	82
2. The principal listens to my concerns.	16 15.84	21 25.92	9 8.91	17 20.98	9 8.91	13 16.04	4 3.96	3 3.70	63 62.37	27 33.33	101	81
3. The principal follows through on concerns and suggestions by staff, students and parents.	16 16.00	27 32.92	9 9.00	11 13.41	8 8.00	13 15.85	4 4.00	3 3.65	63 63.00	28 34.14	100	82
4. The principal shows respect and acceptance for staff, students and parents.	16 15.84	14 17.07	27 26.73	37 45.12	2 1.98	9 10.97	1 .99	2 2.43	55 54.45	20 24.39	101	82
5. The principal encourages staff, students and parents to express their ideas and opinions.	3 2.97	5 6.09	11 10.89	6 7.31	7 6.93	9 10.97	2 1.98	3 3.65	78 77.22	59 71.95	101	82
6. The principal is sensitive to the needs of staff, students and parents.	14 13.86	14 17.50	24 23.76	36 45.00	13 12.87	11 13.75	2 1.98	2 2.50	48 47.52	17 21.25	101	80
7. The principal tries to develop a good trust relationship with staff, students and parents.	15 15.15	11 13.41	26 26.26	17 20.73	9 9.09	12 14.63	3 3.03	2 2.43	46 46.46	40 48.78	99	82
8. The principal has frequent communication with students, staff and parents.	47 46.53	49 60.48	29 28.71	21 25.92	9 8.91	6 7.40	3 2.97	2 2.46	13 12.87	3 3.70	101	81

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CHART 12 (continued)

Questionnaire Statement	Always		Most of the Time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9. The principal assists in defining District and school goals for staff, students and parents.	34 33.66	22 26.82	17 16.83	26 31.70	9 8.91	14 17.07	7 6.93	4 4.87	34 33.66	16 19.51	101	82
10. The principal involves all groups and individuals in the communication process.	9 9.00	12 14.63	13 13.00	17 20.73	12 12.00	15 18.29	4 5.00	2 2.43	61 61.00	36 43.90	100	82
11. The principal uses a systematic process involving staff, students, and parents in developing budget priorities.	2 1.98	5 6.09	5 4.95	14 17.07	16 15.84	7 8.53	1 .99	0 0	77 76.23	56 68.29	101	82
12. The principal involves the staff, students and parents in developing inservice needs for the staff.	2 2.00	6 7.40	4 4.00	11 13.58	15 15.00	16 19.75	0 0	0 0	79 79.00	48 59.29	100	81
13. The principal provides the opportunity for inservice needs for staff members.	2 2.02	5 6.25	4 4.04	9 11.25	17 17.17	23 28.75	0 0	1 1.25	76 76.76	42 52.50	99	80
14. The principal assists the staff in analyzing and interpreting the results of the levels math program.	4 3.96	3 3.79	11 10.89	6 7.59	0 0	3 3.79	0 0	0 0	86 85.14	67 84.81	101	79
15. The principal provides the opportunity for all students to read each day; thereby improving their library book interest and reading skills.	83 82.17	50 61.72	10 9.90	14 17.28	3 2.97	9 11.11	0 0	0 0	5 4.95	8 9.87	101	81

PRINCIPAL EVALUATION SURVEY

PRE AND POST STUDENTS - MC PHERSON

ADMINISTERED IN JANUARY AND MAY, 1976

CHART 13

Questionnaire Statement	Always		Most of the time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal is accessible to me.	26 12.56	37 20.10	13 6.28	26 14.13	9 4.34	17 9.23	14 6.76	46 25.00	145 70.04	58 31.52	207	184
2. The principal listens to my concerns.	38 18.35	31 17.03	31 14.97	24 13.18	26 12.56	42 23.07	21 10.14	39 21.42	91 43.96	46 25.27	207	182
3. The principal follows through on concerns and suggestions by staff, students and parents.	21 10.14	36 19.56	15 7.24	27 14.67	9 4.34	25 13.58	7 3.38	43 23.36	155 74.87	53 28.80	207	184
4. The principal shows respect and acceptance for staff, students and parents.	35 16.90	60 32.60	20 9.66	36 19.56	6 2.89	39 21.19	2 .96	9 4.89	144 69.56	40 21.73	207	184
5. The principal encourages staff, students and parents to express their ideas and opinions.	5 2.42	9 4.91	7 3.39	14 7.65	2 .97	6 3.27	21 10.14	12 6.55	171 83.00	142 77.59	206	183
6. The principal is sensitive to the needs of staff, students and parents.	9 4.39	29 15.93	14 6.82	24 13.18	21 10.24	20 10.98	2 .97	17 9.34	159 77.56	92 50.54	205	182
7. The principal tries to develop a good trust relationship with staff, students and parents.	14 6.76	47 25.54	17 8.21	31 16.84	31 14.97	19 10.32	19 9.17	21 11.41	126 60.86	66 35.86	207	184
8. The principal has frequent communication with students, staff and parents.	41 19.90	59 32.06	20 9.70	31 16.84	36 17.47	27 14.67	27 13.10	15 8.15	82 39.80	52 28.26	206	184

CHART 13 (continued)

Questionnaire Statement	Always		Most of the Time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9. The principal assists in defining District and school goals for staff, students and parents.	6 2.89	4 2.20	5 2.41	7 3.86	4 1.93	6 3.31	8 3.86	15 8.28	184 88.88	149 82.32	207	181
10. The principal involves all groups and individuals in the communication process.	37 17.87	26 14.13	15 7.24	21 11.41	29 14.00	71 38.58	20 9.66	16 8.69	106 51.20	50 27.17	207	184
11. The principal uses a systematic process involving staff, students, and parents in developing budget priorities.	4 1.95	9 4.89	5 2.43	3 1.63	2 .97	6 3.26	13 6.34	7 3.80	181 88.29	159 86.41	205	184
12. The principal involves the staff, students and parents in developing inservice needs for the staff.	9 4.36	5 2.74	2 .97	7 3.84	3 1.45	2 1.08	61 29.61	43 23.36	131 63.59	125 68.68	206	182
13. The principal provides the opportunity for inservice needs for staff members.	0 0	2 1.08	0 0	1 .54	3 1.44	5 2.71	14 6.76	36 19.56	190 91.78	140 76.08	207	184
14. The principal assists the staff in analyzing and interpreting the results of the levels math program.	1 .49	5 2.73	2 .98	2 1.09	2 .98	3 1.63	10 4.92	16 8.74	188 92.61	157 85.79	203	183
15. The principal provides the opportunity for all students to read each day; thereby improving their library book interest and reading skills.	172 83.09	161 87.5	14 6.76	9 4.89	10 4.83	11 5.97	8 3.86	0 0	2 .96	3 1.63	207	184

MC PHERSON JUNIOR HIGH SCHOOL

COMPARATIVE ANALYSIS OF THE PRE AND POST

STAFF, PARENT, AND STUDENT

EVALUATION OF PRINCIPAL

CHART 14

	Student			Parent			Staff		
	Pre	Post	D	Pre	Post	D	Pre	Post	D
1. The principal is accessible to me.	65.21	84.09	+18.88	34.65	47.55	+12.90	18.84	34.23	+15.39
2. The principal listens to my concerns.	80.42	95.44	+15.02	24.75	46.90	+22.15	33.32	30.21	-3.01
3. The principal follows through on concerns and suggestions by staff, students and parents.	45.64	62.79	+17.15	25.00	46.33	+21.33	17.38	34.23	+16.85
4. The principal shows respect and acceptance for staff, students and parents.	71.11	74.99	+3.88	42.57	62.19	+19.62	26.56	52.16	+25.60
5. The principal encourages staff, students and parents to express their ideas and opinions.	52.26	61.33	+9.07	13.86	13.40	-.46	5.81	12.56	+6.75
6. The principal is sensitive to the needs of staff, students and parents.	78.25	88.08	+9.80	37.62	62.50	+24.88	11.21	29.11	+17.90
7. The principal tries to develop a good trust relationship with staff, students and parents.	76.08	72.76	-3.32	41.41	34.14	-7.27	14.97	42.38	+27.41
8. The principal has frequent communication with students, staff and parents.	65.21	86.35	+21.14	75.24	86.41	+11.17	29.60	48.90	+19.30

CHART 14 (continued)

	Student			Parent			Staff		
	Pre	Post	D	Pre	Post	D	Pre	Post	D
9. The principal assists in defining District and school goals for staff, students and parents.	63.04	86.35	+23.31	50.49	58.52	+8.03	5.30	6.06	+.76
10. The principal involves all groups and individuals in the communication process.	47.82	68.18	+20.36	22.00	35.36	+13.36	25.11	25.54	+.43
11. The principal uses a systematic process involving staff, students, and parents in developing budget priorities.	26.07	62.78	+36.71	6.93	23.16	+16.23	4.38	6.52	+2.14
12. The principal involves the staff, students and parents in developing inservice needs for the staff.	35.15	61.35	+26.20	6.00	20.98	+14.98	5.33	6.58	+1.25
13. The principal provides the opportunity for inservice needs for staff members.	47.81	45.25	-2.56	6.06	17.50	+22.44	0	1.62	+1.62
14. The principal assists the staff in analyzing and interpreting the results of the levels math program.	55.55	61.35	+5.80	14.85	11.38	-3.47	1.47	5.29	+3.82
15. The principal provides the opportunity for all students to read each day; thereby improving their library book interest and reading skills.	84.77	88.63	+3.86	92.07	79.00	-13.07	89.85	92.39	+2.54

*D = difference between pre and post surveys.

Principal Two
(McPherson Junior High)

PRINCIPAL'S EVALUATION

GENERAL PERFORMANCE APPRAISAL

Instructions: To Evaluator - Based upon the guidelines in the Principal's Evaluation Model and the information available to you as agreed upon in the planning conference in the Fall, assess the evaluatee's leadership and performance qualities, as stipulated in step 3 of the implementation procedures.

Evaluation Code: Place a check in appropriate areas after the performance standard being evaluated as agreed upon during the Fall conference. (A maximum of five areas to be evaluated).

PERFORMANCE STANDARDS	Met Expectations	Needs to Improve
1. Management Decision Making		
2. Management Organizational Skills		
3. Communication - Clarity		
4. Communication - Human Relations	X	
5. Communication - Facilitation	X	
6. Planning for Budget Development	X	
7. Budget - Accounting		
8. Budget - Responsibility		
9. School - Community Relations		
10. Personnel Management - Selection and Assignment		
11. Personnel Management - Orientation		
12. Personnel Management - Evaluation		
13. Staff Development	X	
14. Resources - Maintenance		
15. Physical Resources - Effective Use		
16. Physical Resource - Replacement and Acquisition		
17. Curriculum-Identification of Needs		
18. Curriculum-Development of Goals and Objectives		
19. Curriculum - Implementation		
20. Curriculum - Evaluation		
21. Analysis and Evaluation	X	

PERFORMANCE SUMMARY

ASSESSMENTS, COMMENDATIONS AND NEEDS

Comments: Mr. Alvarez has made considerable progress during the past two years in bringing the community and the school back together. He has given much leadership in staff development and in developing good communication among staff members and with the community. The management objectives which were emphasized were much needed at the

Principal's Evaluation (McPherson Jr. High) (continued)

school and were given much effort and time throughout the year as evidenced by the positive results. It is recommended that Mr. Alvarez correct several areas: (1) The kind of topics selected for staff development, making sure that topics covered are workshop oriented and beneficial for teachers' use in the instructional program. (2) The principal continue to refine and use the guidelines developed for budget planning and development to bring the school back in line with other schools in the District. (3) That a concerted effort be maintained for another year to communicate with the parents and to disseminate school information in a systematic manner.

Final Evaluation and Rating Conference
held on May 4, 1976
(Date)

Lou Joseph (Evaluator)

(Evaluatee)

STATEMENT

Evaluatee's Reaction to Evaluation

INSTRUCATIONS:

This form shall be used by the evaluatee upon completion of the evaluation conference and shall be attached to the final evaluation form which becomes a part of his/her cumulative personnel record.

Evaluatee Louis A. Alvarez Evaluator Lou Joseph

Date of Evaluation May 4, 1976

I would agree that my evaluation was accurate with the exception of the recommendation on staff development. I think there is a difference of philosophy between myself and Mr. Joseph on what items should be included in staff development and in staff meetings. I feel quite comfortable with my evaluation as long as I know this supplemental statement becomes a part of the evaluation.

_____
Evaluatee's Signature

PRINCIPAL NUMBER THREE

VILLA PARK ELEMENTARY SCHOOL

The following pages present the selected objectives and summary of results, and evaluation results for principal number three.

PRINCIPAL NUMBER THREE

VILLA PARK ELEMENTARY SCHOOL (K-6) PRINCIPAL

1. Standard One - Management - Decision Making

   Objective:

   The principal will develop procedures for incorporating staff into the decision-making process. Success of procedures will be measured in a staff survey administered no later than May 1976.

   Results:

   Procedures were developed by the principal and were critiqued by the teachers. Some additions and deletions were recommended. A survey was administered to staff members on the overall performance of the principal. The survey included a question on the involvement of staff members in the decision-making process. Twenty-three out of 27 teachers on the staff at Villa Park Elementary School felt that staff involvement had risen considerably over previous years.

2. Standard Four - Communications - Human Relations

   Objective:

   The principal will develop procedures to enable him to have frequent communication with students, staff, and parents during the 1975-1976 school year. Measurement criterion will be the listed procedures, and a list of planned strategies completed.

Results:

A brief list of procedures was developed by the principal, with the assistance of several teachers, on the techniques of communicating with parents, staff, and students. These procedures were implemented by the teachers at Villa Park Elementary School during the second semester of school year 1975-1976. In addition, it was recommended that communication with parents be implemented through the Parent-Teacher newsletter and teacher telephone and personal message contacts. Those teachers who utilized the newsletter of personal contacts found those procedures very rewarding and successful.

3. Standard Eight - Budget - Responsibility

Objective:

The principal will allocate available school monies, after studying potential effects of such allocations on the financial condition of the total school program, to be used primarily for converting the cafeteria into an instructional resource room and library facility.

Results:

All staff members brainstormed on how to best assist the instructional program at Villa Park Elementary School. Their number one concern was the lack of an adequate library facility and a student resource room. Staff opinion was unanimous: the school cafeteria should be converted for use in the instructional program. This recommendation came

to the attention of the Area Superintendent and the Superintendent, and District support was given to the concept. The school staff agreed to use $1,400 from the instructional budget for this project; the District provided the remaining necessary funds. Plans for the conversion were submitted to the building director, with a request that the necessary work be completed before September 1, 1976.

4. Standard Seventeen - Curriculum - Identification of Needs

Objective:

A needs assessment will be conducted through an organized system of collecting and analyzing data to be used in determining basic needs in the math, reading and grammar programs. Achievement test scores will be used in grades four and six to compare Villa Park student achievement with student achievement in other District schools in the areas of reading, math and grammar.

Results:

The teachers in grades four and six, along with the principal of Villa Park Elementary School, administered the California Tests of Basic Skills first in October and then in April to determine how much gain was made in the areas of math, reading and grammar. Between the pre and post test dates, emphasis was placed on these three subjects in the class programs, using various programmed materials such as the SRA reading, language and math kits,

and teacher prepared materials, in addition to the basic texts. The results of the post-test showed an achievement level gain at the fourth grade level of 4.4 to 5.6 in math, 4.2 to 5.6 in reading, 4.1 to 5.3 in grammar. Gain in all three areas surpassed the District average. At the sixth grade level, the achievement level gain was 6.1 to 7.3 in math, 5.9 to 7.1 in reading, and 6.0 to 7.3 in grammar. These results also surpassed the District average. At the sixth grade level, however, expectations were not met.

5. Standard Nineteen - Curriculum - Implementation

Objective:

The principal will provide staff planning and training time to ensure that teachers and their students will use the new resource center-library in an appropriate, organized, and beneficial manner. Success of the objective will be evaluated through a brief questionnaire on the value of the activities completed by the teachers.

Results:

This objective was met and was considered very beneficial. A particularly valuable activity was teacher visitation to other schools' resource centers, and observation of the full potential of this type of facility. In addition, teachers were able to cooperatively plan activities they felt would fit the needs of Villa Park programs and the facility when it is completed in September of 1976. Teachers were also involved in the selection of over $2,500

in audio-visual materials to be used in the resource room. There was some anxiety expressed by certain staff members as to the amount of time it would take to organize the center into a viable learning station.

All teachers felt that the facility was an excellent way to supplement the school program and to increase cooperation among staff members.

COMPARATIVE ANALYSIS OF PRE AND POST EVALUATION OF VILLA PARK ELEMENTARY SCHOOL PRINCIPAL BY STAFF AND PARENTS

The following pages include discussion and interpretation of the comparative analysis of the pre and post principal evaluation questionnaire. Charts 15, 16 and 17 present comparative data from the pre and post evaluations. A copy of the questionnaire has been included on pages 119 and 120. The questionnaire was developed by the principal and practicum author to correspond to the principal's objectives and the performance standards listed in the model.

It should be noted that the two columns selected for this evaluation as acceptable to evaluate the statement on a positive basis were "Always" and "Most of the Time." Other responses were considered less than positive. These categories were agreed upon by the principal, and his evaluator, the Area Superintendent, at the objective-setting conference in January 1975 (specified in the model procedures on page 31, step 3).

In the survey results listed on charts 15 and 16, the columns listed as "Always" and "Most of the Time" were used to show a positive gain. These columns were added together, and the difference was determined by subtracting the pre from the post results.

Item 1 relates to the principal involving concerned parents and staff in the decision-making process (performance

standard one on page 24 of the model). There was a considerable gain with the staff of 34.2%. The parent results showed a somewhat insignificant loss of 3.56%.

Items two and three on communication showed a significant gain on the staff survey, with a moderate to slight gain on the parent survey. Perhaps the higher gains by staff members are indicative of a new principal coming into the school and working more closely with the staff than with the parents.

Results on item four indicated that slightly more than half the staff felt that the budget is distributed fairly, while most of the parents were not knowledgeable enough on the matter to respond (only 3% responded in the "Always" and "Most" columns). The area of budget responsibility could be re-emphasized in 1976-77. Conceivably, clearing up misconceptions and working with staff more effectively could alleviate a negative response. Converting the old cafeteria into a resource room and library demonstrated good use of taking a needs assessment by collecting, organizing, and using data to effectively improve the school resources (performance standard 17 in model). Staff and parents showed tremendous gains of 43.6% and 35.22%, respectively.

Items five and six relate to analyzing school data (performance standard 17). It appears that there was an insignificant gain on item six by the staff. However, almost half the staff felt that the principal was doing a good job in this area. This may also be related to the principal being

new to the school and needing time to effect change in this area. The parent survey showed a slight loss; however, only 11% of the parents appeared to have much knowledge on this subject.

Item seven showed significant gain by staff members in planning for staff inservice needs (performance standard 19). Responses on this item were related to the information and training needed to effectively implement the programs in the resource room and library. The resource room/library project involved a large number of parent volunteers working with teachers and assisting students. It appears that parents had moderately positive feelings in this area as they showed a 7.23% gain, with approximately 27% of those surveyed responding in the "Always" and "Most of the Time" columns.

Students were not surveyed at the kindergarten to sixth grade levels as the principal did not think they could adequately understand the questions on the questionnaire.

Villa Park Elementary School
Evaluation Questionnaire
for the Principal

Directions: Please complete this questionnaire by checking the appropriate blank for each statement. The percentages in the code are listed to give you some guidelines in estimating your evaluation in a more definitive manner.

Please check one: ☐ Staff Member ☐ Parent

Code: Always = 95% to 100% of the time.
Most of the Time = 75% to 94% of the time.
Sometimes = 25% to 74% of the time.
Seldom = 5% to 24% of the time.
I = Insufficient information to evaluate.

Statement	Always	Most of the Time	Some-times	Seldom	I
1. The principal involves staff and parents in the decision making process.					
2. The principal provides opportunities to receive ideas, suggestions, and concerns from staff, parents and students.					
3. The principal provides the opportunity for frequent communication with staff, parents and students.					
4. The principal allocates the school budget in an equitable and fair manner with full knowledge of the total school financial picture.					
5. The use of school budget money to convert the cafeteria into an instructional resource room and library was a wise expenditure of funds.					
6. The principal provides the opportunity for collecting, organizing and analyzing school data to determine curriculum and program needs.					

Villa Park Elementary School Evaluation Questionnaire (continued)

Statement	Always	Most of the Time	Some-times	Seldom	I
7. The principal plans and provides the opportunity for the inservice needs of the staff.					

PRINCIPAL EVALUATION SURVEY

PRE AND POST - PARENTS - VILLA PARK

ADMINISTERED JANUARY AND MAY, 1976

CHART 15

Questionnaire Statement	Always		Most of the time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal involves staff and parents in the decision making process.	9 8.57	8 8.24	11 10.47	7 7.21	10 9.52	21 21.64	1 .95	2 2.06	74 70.47	59 60.82	105	97
2. The principal provides opportunities to receive ideas, suggestions, and concerns from staff, parents and students.	21 20.00	26 26.80	16 15.23	23 23.71	19 18.09	41 42.26	2 1.90	0 0	47 44.76	7 7.21	105	97
3. The principal provides the opportunity for frequent communication with staff, parents and students.	20 19.23	14 14.43	26 25.00	30 30.92	34 32.69	46 47.42	6 5.76	1 1.03	18 17.30	6 6.18	104	97
4. The principal allocates the school budget in an equitable and fair manner with full knowledge of the total school financial picture.	0 0	0 0	3 2.85	1 1.04	3 2.85	3 3.12	2 1.90	4 4.16	97 92.38	88 91.66	105	96
5. The use of school budget money to convert the cafeteria into an instructional resource room and library was a wise expenditure of funds.	16 15.38	37 38.14	31 29.80	41 42.26	29 27.88	17 17.52	0 0	0 0	28 26.92	2 2.06	104	97

CHART 15 (continued)

Questionnaire Statement	Always		Most of the Time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
6. The principal provides the opportunity for collecting, organizing and analyzing school data to determine curriculum and program needs.	3 2.91	1 1.03	4 3.88	3 3.09	7 6.79	9 9.27	0 0	0 0	89 86.40	84 86.59	103	97
7. The principal plans and provides the opportunity for the inservice needs of the staff.	2 1.90	0 0	9 8.57	17 17.70	38 36.19	24 25.00	3 2.85	6 6.25	53 50.47	49 51.04	105	96

PRINCIPAL EVALUATION SURVEY

PRE AND POST - STAFF - VILLA PARK

ADMINISTERED JANUARY AND MAY, 1976

CHART 16

Questionnaire Statement	Always		Most of the time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. The principal involves staff and parents in the decision making process.	3 9.67	5 16.66	5 16.12	13 43.33	9 29.03	8 26.66	12 38.70	3 10.00	2 6.45	1 3.33	31	30
2. The principal provides opportunities to receive ideas, suggestions, and concerns from staff, parents and students.	3 9.67	8 26.66	6 19.35	12 40.00	8 25.80	6 20.00	11 35.48	3 10.00	3 9.67	1 3.33	31	30
3. The principal provides the opportunity for frequent communication with staff, parents and students.	4 13.33	4 13.33	8 26.66	15 50.00	6 20.00	7 23.33	8 26.66	3 10.00	4 13.33	1 3.33	30	30
4. The principal allocates the school budget in an equitable and fair manner with full knowledge of the total school financial picture.	7 22.58	6 20.68	8 25.80	9 31.03	12 38.70	9 31.03	1 3.22	2 6.89	3 9.67	3 10.34	31	29

CHART 16 (continued)

Questionnaire Statement	Always		Most of the time		Some-times		Seldom		I		Responses	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
5. The use of school budget money to convert the cafeteria into an instructional resource room and library was a wise expenditure of funds.	4 12.90	7 24.13	6 19.35	15 51.72	11 35.48	4 13.79	1 3.22	2 6.89	9 29.03	1 3.44	31	29
6. The principal provides the opportunity for collecting, organizing and analyzing school data to determine curriculum and program needs.	6 19.35	5 16.66	8 25.80	9 30.00	11 35.48	7 23.33	2 6.45	3 10.00	4 12.90	6 20.00	31	30
7. The principal plans and provides the opportunity for the inservice needs of the staff.	8 25.80	10 33.33	13 41.93	17 56.66	10 32.25	2 6.66	0 0	0 0	0 0	1 3.33	31	30

VILLA PARK ELEMENTARY SCHOOL
COMPARISON OF THE PRE AND POST
STAFF AND PARENT EVALUATION
OF THE PRINCIPAL

CHART 17

Statement	Staff			Parents		
	Pre	Post	*D	Pre	Post	*D
1. The principal involves staff and parents in the decision making process.	25.79	59.99	+34.20	19.01	15.45	-3.56
2. The principal provides opportunities to receive ideas, suggestions, and concerns from staff, parents and students.	29.02	66.66	+37.64	35.23	50.51	+15.28
3. The principal provides the opportunity for frequent communication with staff, parents and students.	39.99	63.33	+23.34	44.23	45.35	+1.12
4. The principal allocates the school budget in an equitable and fair manner with full knowledge of the total school financial picture.	48.38	51.71	+3.33	2.85	1.04	-1.81
5. The use of school budget money to convert the cafeteria into an instructional resource room and library was a wise expenditure of funds.	32.25	75.85	+43.60	45.18	80.40	+35.22
6. The principal provides the opportunity for collecting, organizing and analyzing school data to determine curriculum and program needs.	45.15	46.66	+1.51	6.79	4.12	-2.67
7. The principal plans and provides the opportunity for the inservice needs of the staff.						

*D = difference between the pre and post surveys.

Principal Three

(Villa Park Elementary)

PRINCIPAL'S EVALUATION

GENERAL PERFORMANCE APPRAISAL

Instructions: To Evaluator - Based upon the guidelines in the Principal's Evaluation Model and the information available to you as agreed upon in the planning conference in the Fall, assess the evaluatee's leadership and performance qualities, as stipulated in step 3 of the implementation procedures.

Evaluation Code: Place a check in appropriate areas after the performance standard being evaluated as agreed upon during the Fall conference. (A maximum of five areas to be evaluated.)

PERFORMANCE STANDARD	Met Expectations	Needs to Improve
1. Management Decision Making	X	
2. Management Organizational Skills		
3. Communication - Clarity		
4. Communication - Human Relations	X	
5. Communication - Facilitation		
6. Planning for Budget Development		
7. Budget - Accounting		
8. Budget - Responsibility	X	
9. School - Community Relations		
10. Personnel Management - Selection and Assignment		
11. Personnel Management - Orientation		
12. Personnel Management - Evaluation		
13. Staff Development		
14. Resources - Maintenance		
15. Physical Resources - Effective Use		
16. Physical Resource - Replacement and Acquisition		
17. Curriculum - Identification of Needs	X	
18. Curriculum - Development of Goals and Objectives		
19. Curriculum - Implementation	X	
20. Curriculum - Evaluation		
21. Analysis and Evaluation		

PERFORMANCE SUMMARY

ASSESSMENTS, COMMENDATIONS AND NEEDS

Comments: Mr. Blakemore is to be commended for initiating good staff involvement in the decision-making process and for the development of good parent relations in a school where parents have been

Principal's Evaluation (continued)

somewhat apprehensive about the effectiveness of the school principal. In his first year at Villa Park Elementary School Mr. Blakemore more than met the objectives selected during the Fall objective setting conference. He has met some resistance from both the staff and community in the identification of needs for the school. However, as a result of his efforts the students will be able to expand their instructional program with the remodeling of the school cafeteria into a viable learning-resource room in the Fall of 1976. In a school where good communication was difficult to maintain, it is recommended that Mr. Blakemore continue to focus on a good community public relations program in addition to bringing his staff closer together in the decision-making process and in the development and use of the new resource room-library. Mr. Blakemore and his staff are to be commended for their efforts in both math and reading in grades 4 and 6 during the past year.

Final Evaluation and Rating Conference
held on May 3, 1976
(Date)

Lou Joseph (Evaluator)

(Evaluatee)

STATEMENT

Evaluatee's Reaction to Evaluation

INSTRUCTIONS:

This form shall be used by the evaluatee upon completion of the evaluation conference and shall be attached to the final evaluation form which becomes a part of his/her cumulative personnel record.

Evaluatee Richard L. Blakemore Evaluator Lou Joseph

Date of Evaluation May 3, 1976

My evaluation was completed in a very professional and sincere manner by Mr. Joseph. The process appears to have much merit and potential.

_____
Evaluatee's Signature

Chapter IV

EVALUATION

EVALUATION OF NEW PRINCIPAL'S EVALUATION MODEL AND REVISED SCHOOL PLAN PROCEDURES

The new school plan procedures were submitted to and approved by the two Area Superintendents and the Assistant Superintendent of Personnel Services. No revisions were necessary.

The Superintendent was very pleased with the revised school plan procedures and felt that the plan was an excellent supplement to the evaluation model for school principals.

Both the model and the school plan procedures were submitted to the Board of Education for acceptance and approval at the second Board meeting in May of 1976. A summary of the three pilot program principals' evaluations was included in material submitted to the Board.

A committee of five principals planned an orientation and implementation workshop in the Spring of 1976, with another to follow in August of 1976, to provide inservice training to the forty-one principals in the District on the use of the new Principal's Evaluation Model. The two workshops were scheduled for these presentations to small groups selected according to school attendance areas for May of 1976. The principals' inservice sessions used the format and information listed on the agenda reproduced in appendix S. It was decided to train principals in small groups to allow dialogue and involvement by all principals. This also

allowed time to discuss what had taken place with the three principals already evaluated using the model. Evaluation of the workshop indicated that the small group approach proved very beneficial and productive. The practicum author made each workshop presentation, assisted by one of the other four principals involved in the development of the model procedures and the orientation agenda items.

Evaluation of Inservice Workshop. After presenting the inservice orientation to each group of the four school attendance area principals, the following questions were asked of each principal to see if the inservice objectives had been achieved:

1. Were the new Principal's Evaluation Program materials easy to understand?
2. Was the inservice workshop presented in a simple and understandable manner?
3. Were you able to get clarification on those items which were of concern to you?
4. Do you feel that the new program is an improvement over the old one?
5. Do you have any comments or concerns about the new Principal's Evaluation program? (Please state in the space provided.)

Included in chart 18 on page 135 are the percentage results of the first four questions and selected comments given by the principals in the District. (See appendix T for sample questionnaire.)

The principals in the Orange Unified School District were asked to complete a brief questionnaire on the first orientation and inservice meeting held in May of 1976. This gave the practicum author and the Area Superintendents some insight into what must be done to implement the new evaluation program in the Fall of 1976 with all forty-one District principals.

Of the forty-one principals in the District, thirty-eight responded to the questionnaire which was administered by the practicum author at the conclusion of the meeting. 89% felt the new evaluation materials were easy to read and understand, while only 10.6% (4) felt they were difficult to read and understand.

The thirty-eight principals who responded felt the presentation of the workshop was simple and easy to understand. The author concludes from the first two statements and the responses that the four principals felt that the evaluation materials themselves were easy to read and understand, but probably felt clarification on the written procedures were needed.

Only two principals felt they were not able to get clarification on items of concern. From this the author concludes that either the two principals did not wish to appear ignorant in front of their colleagues or had decided they would wait until the Area Superintendent told them what to do.

Thirty-seven of the thirety-eight respondents stated that they felt the new program of evaluation was an improvement over the previous one.

The three principals who were evaluated using the new evaluation program were asked to submit comments and suggestions to the practicum author after their participation in the program was completed. (See questionnaire, used to obtain the participants' evaluation of the new program, in appendix T.) Chart 19 gives the various comments made by the three principals along with several comments and suggestions on future direction. Perhaps the key comment relating to the future success of this evaluation program is stated under 2.1 on chart 19, expressing hope that the Area Superintendnet continues as a resource to the 20 principals whom he is assigned to evaluate.

The involvement of the Area Superintendent in visiting the schools, understanding the programs and problems, and cooperatively planning with the school principal to improve his/her administrative skills appears to be the backbone of the new program. The comments allude to the value of his assistance and cooperation in the total process.

The Principal's Evaluation Committee, at the first few meetings, had a number of discussions dealing with philosophy and who was going to be involved in the evaluation process and what the primary purpose of the evaluation should be. All principals who were actively involved in the development of the model and who gave input to Committee members stated

that the primary purpose of any evaluation program should be to assist the administrator (principal) in improving his/her management and leadership skills. This concern is addressed in standard one of the model. It should also be emphasized that research of nationwide evaluation program indicated widespread agreement on this purpose of evaluation (see Research Summary).

The objectives stated in the proposal - to develop, implement, and evaluate a model program to evaluate school principals - were met, with one modification: evaluating three principals in the pilot phase from January to May of 1975.

The objectives of the District were also met, as the Orange Unified School District administration feels that the District now has a much improved evaluation program for principals, accepted by principals. This acceptance is due largely to the fact that the new program was researched, developed, and implemented with support and assistance of the Area Superintendents, by selected District principals.

CHART 18

INSERVICE QUESTIONNAIRE RESULTS

Questions	Yes		No	
	#	%	#	%
1. Were the new Principals' Evaluation program materials easy to read and understand?	34	(89.4)	4	(10.6)
2. Was the inservice workshop presented in a simple and understandable manner?	38	(100)	0	(0)
3. Were you able to get clarification on those items which were of concern to you?	36	(94.7)	2	(5.3)
4. Do you feel that the new program of evaluation is an improvement over the old one?	37	(97.4)	1	(2.6)

Out of 41 principals in the District, 38 responded to the above questionnaire with the practicum participant not completing one. Percentages are listed in parenthesis.

Listed below are a few of the comments and concerns:

Committee did an excellent job!
Far superior to any seen to date!
Supplemental statements might be detrimental if used.
Concerned about type of data suggested by Area Superintendent.
Appears to be well organized and complete!
I like the new procedures for the school plan.
The total program needs to be evaluated annually.
Looks great!
This is a step in the right direction!
We've needed a more valid evaluation process for many years.
I like the involvement by the Area Superintendent.
This should alleviate the problems of the past.

ORANGE UNIFIED SCHOOL DISTRICT

Results and Summary of Questionnaire
for the Principal's Evaluation Model

CHART 19

1. All three principals stated that the objective setting conference was very helpful in establishing those standards needed by the principal to be more effective in fulfilling the job responsibility.

   Comments or Suggestions

   1.1 I found it helpful to be able to talk through the problem and decide on strategies with someone else.
   1.2 It was a learning experience for the Area Superintendent, too, as he found himself being used as a resource person.
   1.3 For the first time in ten years, I felt like I was working cooperatively with my evaluator.

2. All three principals felt that they received help and welcomed assistance by the Area Superintendents as outlined in the procedures for implementation.

   Comments or Suggestions

   2.1 I only hope the Area Superintendent can continue to be as helpful when he is evaluating 20 principals next year.
   2.2 I feel like I received considerable help. However, I feel that I was criticized pretty harshly on one of my objectives - perhaps I need some adjustment time!
   2.3 I felt good about the willingness by the Area Superintendent to be supportive and helpful!

3. All three principals felt that the assessment of their management skills were evaluated in a valid way.

   Comments or Suggestions

   3.1 The change was long overdue. I like it.
   3.2 I feel the process is much improved. However, a year with all the principals will give us more to go on.
   3.3 For the first time in ten years, I feel like I've been evaluated in an appropriate way and not with a guess on the part of the evaluator.
   3.4 Surveys developed by principals must correlate to the group being surveyed and the performance standard.

4. Comparison of new model with old

   4.1 It is an evaluation system while the old one was merely a process of going through the motions.
   4.2 It appears to be much more valid. However, I will hold my comments until May of 1977.
   4.3 There isn't any comparison! I think this process will make me a better administrator.

Note! This represents the viewpoint of the three principals evaluated on a pilot basis.

PRACTICUM SUMMARY

This practicum resulted from an expressed need by the Board of Education and the Superintendent of the Orange Unified School District for an improved principals' evaluation program. This need, combined with a legislative mandate and frustrated efforts by principals throughout the District to improve their leadership and management skills, brought about a grass roots approach in developing an evaluation model for school principals. This model was implemented in a pilot program in 1975-76 using three District principals.

Ten school principals and three District office administrators worked as the Principals' Evaluation Committee under the direction of Edgar Z. Seal, practicum author, to develop, implement and evaluate the new evaluation model.

Many obstacles had to be removed before the model could be realized. These obstacles included:

1) Distrust between school and District office administrators;

2) Differing evaluation philosophies among administrators; and

3) General lethargy in the face of the enormous amount of time required to do a superior job.

Based on OUSD's project, the following recommendations drafted by the Committee to assist other school districts that may wish to improve their own school programs through evaluation of principals:

1) Be aware of evaluation trends and be extremely familiar with the latest research and literature on evaluation.

2) Select a dependable and knowledgeable chairperson to direct and coordinate the project (preferably a principal).

3) Involve other principals and administrators (grass roots approach).

4) Make sure you have the support and backing of the superintendent to make things happen. His/her endorsement gives greater credibility to the process.

5) Set up a definite calendar and a time line. Many times this will be difficult to control, but stick to it at all costs!

6) Involve members of the teaching staff, along with parents, in obtaining feedback during the development stage.

7) Allow time for voicing of concerns by members of the committee during the first several meetings. This will help to develop trust, especially if area and assistant superintendents are included in the discussion.

8) Delegate as much of the research, writing, critiquing, etc., as possible to members of your working committee.

9) Develop a means for communicating with all administrators in the district during the developmental stage.

10) Know the goals and objectives of the district regarding the development of the evaluation program.

11) Be sure that your primary objective in the development of the evaluation model is to help principals become better administrators.

12) Be prepared to spend a great amount of time (at least one year) and expend much effort before the project is completed.

13) Pilot the program with as many principals as are willing to participate prior to implementation in the district. (Perhaps members of the committee would make excellent pilot subjects.)

14) Allow enough time for the pilot phase of implementation. (Three and one-half months was not sufficient time for OUSD. Perhaps October to May would be more realistic.)

15) Be sure to set up a program of orientation and inservice for all principals who will be using the evaluation program.

16) Establish an evaluation process to change or delete those areas of the process that are not functioning as well as expected.

17) Establish an ongoing committee to coordinate and follow-up on revisions on a yearly basis. Revision should be completed by May 1 of each year to allow for the materials to be reprinted and all principals to be oriented to the new expectations.

Orange Unified School District was able to develop, implement, and evaluate the new Principal's Evaluation Program while maintaining the trust and confidence of both principals and District administrators. Other districts should be able to achieve the same results. The recommendations listed above will not always be simple to follow, as the Orange Unified School District's experience proved. However, OUSD's experience also proved that with good organizational procedures and competent personnel most districts should find value in such an evaluation program.

APPENDIX A

PRINCIPALS EVALUATION COMMITTEE AGENDA

October 3, 1975 - 3:30 p.m., District Office, Room 121

1. Purpose of Committee

   1.1 Develop evaluation procedures
   1.2 Develop evaluation instrument
   1.3 Develop evaluation policies
   1.4 Evaluate a pilot
   1.5 Refine procedures and instrument
   1.6 Assist in implementation

2. Time Line

   2.1 List of skills and characteristics - November, 1975
   2.2 Prioritize skills and characteristics - November, 1975
   2.3 Develop evaluation instrument - December, 1975
   2.4 Develop guidelines and procedures - January, 1976
   2.5 Develop evaluation policies - January, 1976
   2.6 Evaluate pilot at El Modena - April, 1976
   2.7 Make necessary revisions - April, 1976
   2.8 Assist in implementation - April, 1976

3. Meeting Day and Time

4. Competency Based Skills

5. Desired Characteristics

6. Plan of Action

7. Next Meeting Date?

APPENDIX B

November 12, 1975

TO:

D. Stiff	R. Blakemore
J. Ikerd	G. Tremble
E. Gunter	W. Colley
R. Williams	E. Beyer
D. Buck	J. Fox

FROM: Ed Seal

RE: Administrative Evaluation Committee

On November 3, 1975, at 3:30 p.m., the members of the Administrative Evaluation Committee met for a brief orientation and planning meeting in order to give direction to our efforts in developing an evaluation instrument, procedures, and policies which can be used with a fair degree of validity and at the same time give assistance to administrators in improving competency based skills and desirable characteristics.

It was decided that we would meet on Monday, November 24, at 3:30 p.m. in the Board Room at the District Office.

In preparation for this meeting, it was recommended that each member of the committee be given one or two sets of evaluation instruments used by other districts for his perusal and critique. It is hoped that each member will come to this meeting and be able to give an adequate presentation regarding his or her concerns or recommendations on each of the instruments.

I hope this meets with the approval of those who were in attendance at our first meeting and we will see you on November 24 at 3:30 p.m.

Copies of administrative instruments will be sent out to each member of the committee the week of November 17 for perusal and critique.

APPENDIX C

November 25, 1975

TO: All Committee Members

FROM: Ed Seal

RE: Administrative Evaluation Committee Meeting of November 24

1) Selected members of the committee were asked to give the strengths and weaknesses of the various administrative materials and discuss with the total committee on seven different packets of materials.

2) On the Houston materials, most committee members felt that pages 8, 9 and 10 on strengths, opportunity for improvement, level of overall performance, promotional ability, potential interest and the developmental plan of the school were all very positive.

3) On the Brea materials, the general consensus was that they were not too impressive.

4) Molalla materials (Kalamazoo). The general consensus was that this plan had a number of strong points, one being the administrator should be evaluated by pupils and staff, the other being that self-evaluation was as important as being evaluated by others. It was felt that Molalla materials might be cumbersome with the number of points being given for various sections.

5) The Anaheim City plan materials. It was the general consensus that it was extremely detailed, perhaps unwieldy in its use and the sheer bulk is enough to scare you.

6) Anaheim Union High School. Was not too favorable, much below what we are presently doing in Orange.

7. Fountain Valley materials. The basic consensus was good. However, it was very similar to Anaheim City and the school plan required was very detailed with statistics and data.

8. Long Beach materials. Favorable comments were made about the self-evaluation materials.

Administrative Evaluation Committee Meeting (Con't.)

9) Beaverton materials have not arrived yet.

10) Some side points that were given by various members of the committee:

10.1 It appears that our evaluation materials "forms" appear to be very good when you compare them with other districts. However, it was felt that perhaps the procedures and the process needs to be worked on in terms of having a measurable list of characteristics and management skills on the evaluation instrument.

11) Directions for use of Desirable Characteristics and Skills for Building Principals:

11.1 Read over the list and add, delete or revise as you read.

11.2 In addition, would you write after each one whether or not it is measurable and if so, what methods would you use to measure it. These should be returned to me at El Modena High School on or before Friday, December 5.

12) The next meeting will be either on December 15 or January 14. If I can have the materials compiled and ready for a work session on December 15 we will try to meet at that time. If not, we will meet on January 12. At that meeting we will be discussing the characteristics and skills desirable for a building principal, the process that is involved in the evaluation of principals and the base and scope of evaluation.

13) Enclosed you will find the materials from the A.C.S.A. Operations Notebook on the release of personnel from administrative or supervisory positions under education code sections 13443.6.

APPENDIX D

PRINCIPAL'S EVALUATION COMMITTEE

December 17, 1975, 2:30 p.m.

AGENDA

1. Format

2. Scope of areas to be evaluated

3. Indicators needed to clarify areas

4. Procedures to be used for implementing program

5. Procedures to be used for evaluation of job skills

6. Policies needed for the evaluation of principals

APPENDIX E

DESIRABLE CHARACTERISTICS AND SKILLS FOR BUILDING PRINCIPALS

1. Understands curriculum
2. Understands methods and techniques of teaching
3. Understands principals of learning
4. Understands students
5. Understands problems of students
6. Understands teachers and classroom problems
7. Exhibits a positive attitude
8. Decision making skills
9. Admits to mistakes (humble)
10. Evaluates staff appropriately
11. Good relations with students
12. Exhibits poise
13. Exhibits good control of budget
14. Exhibits enthusiasm
15. Exhibits tact
16. Involves staff in decision making
17. Exhibits decisiveness
18. Exhibits friendliness
19. Exhibits reasonable expectations
20. Exhibits good meeting skills
21. Encourages different opinions
22. Criticizes constructively

Desirable characteristics and skills for Building Principals (Con't.)

23. Exhibits a sense of humor

24. Treats all staff equally

25. Is well groomed

26. Is readily accessible to staff

27. Accepts constructive criticism

28. Speaks effectively

29. Compliments staff

30. Is involved in school programs

31. Exhibits effective communication procedures

32. Respects individual characteristics and talents

33. Exhibits confidence in self

34. Exhibits vitality and good health

35. Is prompt

    a) Carrying out duties
    b) Reports

36. Supervision skills

37. Leadership skills

38. Public relations skills

39. Budget management skills

40. Plant maintenance skills

41. Decision making skills

42. Problem solving skills

43. Organizational skills

44. Interpersonal relationship skills

The preceding listed characteristics were compiled by the OUSD Committee as a working base for the performance standards and indicators.

Obsolete Form

APPENDIX F

ADMINISTRATIVE EVALUATION
GENERAL PERFORMANCE APPRAISAL

Instructions: To Evaluator - Based upon the information available to you concerning the evaluatee from all sources, assess the evaluatee's overall general leadership and performance qualities.

Evaluation Code: Circle the number which most nearly describes your assessment, #5 being the most effective with a descending scale of effectiveness to #1. (#3 meets district standards)

	PERFORMANCE FACTORS	Evaluator's Rating
1. Knowledge	Extent of information and knowledge needed to function as an educational leader.	5 4 3 2 1
2. Planning	Degree to which careful planning is done before an action is taken.	5 4 3 2 1
3. Follow-through	Evidence that planning and actions are carried out to a successful conclusion.	5 4 3 2 1
4. Organization	Extent to which own work is well-organized as well as that of those supervised.	5 4 3 2 1
5. Initiative	Evidence of ability to originate and develop constructive ideas and actions.	5 4 3 2 1
6. Decision-Making	Degree to which decisions are sound, timely and effectively carried out.	5 4 3 2 1
7. Communication	Extent to which both superiors, subordinates and staff are kept well-informed.	5 4 3 2 1
8. Ability to Motivate	Evidence of ability to inspire and challenge those whose performance is directed or supervised.	5 4 3 2 1
9. Ability to Develop	Extent of ability to promote development and growth of those directed or supervised.	5 4 3 2 1
10. Human Relations	Degree to which a sensitivity to needs and desires of staff, students and parents is demonstrated.	5 4 3 2 1
11. Health	Evidence of desirable physical and mental health.	5 4 3 2 1
12. Judgment	Evidence of sound judgment on matters of day to day school operation.	5 4 3 2 1

Administrative Evaluation General Performance Appraisal (Con't.)

	PERFORMANCE FACTORS	Evaluator's Rating
13. Flexibility	Evidence of ability to accept change.	5 4 3 2 1
14. Consistency	Evidence of consistency, fairness, firmness and integrity.	5 4 3 2 1
15. Personal Appearance	Projects desirable personal appearance.	5 4 3 2 1

OVERALL PERFORMANCE SUMMARY

(Completed by evaluator based upon personal appraisal and the contents of the Administrative Performance Appraisal Form).

EXCEEDS DISTRICT STANDARDS	MEETS DISTRICT STANDARDS	BELOW DISTRICT STANDARDS
☐	☐	☐

Comments: _____

_____

_____

Final Evaluation and Rating Conference held on _____ (Date)

_____ (Evaluator)

_____ (Reviewer)

_____ (Evaluatee)

Procedures Used With Replaced
Evaluation Appraisal Form

APPENDIX G

ADMINISTRATIVE PROCEDURE

ADMINISTRATION

(Series 2000)

ADMINISTRATIVE OPERATIONS 2400

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL 2450(a)

INTRODUCTION

Educational administration is a discreet and identifiable function within the practice of education. It should be implied that as a function of education, administration can be measured and evaluated and that this measurement is important as we consider administrator effectiveness as having a direct relationship to the success of the educational process.

The evaluation of administrative personnel should result in certain benefits. There should be improved administrative performance resulting from a process of individual assessment carried on with immediate superiors. Evaluation should provide information for the modification of job assignments and recognition for superior performance. A sound program of evaluation should also provide each administrator with a more accurate basis for career planning and individual growth and development.

Another factor relating to administrative evaluation is that of accountability. Accountability has become an educational watchword. This means that administrators along with others in the field of education, are being increasingly held responsible for presenting evidence regarding the success of educational programs in the schools of the district.

If an administrator or supervisor is to be held accountable, fundamental to this accountability is an understanding of professional job requirements or performance standards and an agreement between the administrator and his supervisor as to the goals and objectives for which he individually will be held accountable.

It seems to follow then, that administrative evaluation should center upon current job performance with a minimum of emphasis on past performance rating. Thus, the concept

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

INTRODUCTION (continued)

of management by objectives is logical and relevant to the matter of administrative evaluation.

Therefore, this plan for administrator evaluation is designed around the concept of professional growth and development and administrative accountability through the setting and assessment of job related goals and objectives.

The following specific objectives for this program of evaluation are as follows:

1. To establish job targets for both administrative and supervisory personnel as criteria by which performance should be measured.

2. Identify and relate specific targets for improvement to the day to day job performance of administrative and supervisory personnel.

3. Develop mutually acceptable role definitions and role expectations between the personnel being evaluated and those performing the evaluations.

4. Strive for continuous growth and advancements toward higher quality performance of all administrative and supervisory personnel.

5. Continuously assess the evaluation process for modification and improvement.

6. To generate needed data regarding both the organization and individuals within the organization to enhance the decision making process concerning personnel promotions, retention, demotion, dismissal, etc.

7. To promote effective communication among administrative and supervisory personnel.

DEFINITION OF TERMS

Performance Standards:

Broadly defines the employee's job responsibilities.

Job Targets:

Sets forth specific job related objectives for the year. These objectives relate to performance standards.

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

DEFINITION OF TERMS (continued)

Whenever possible, describe job targets in measurable terms.

Role of the Evaluatee:

To participate as a full partner in planning, conducting and assessing the evaluative process.

Role of the Evaluator:

Works closely with the evaluatee in defining job scope, establishing job targets, assessing performance and conducting evaluation conferences.

Role of the Reviewer:

Works with evaluator as requested by either evaluator or evaluatee. Reviews evaluator's assessments and signs Administrative Performance Appraisal form. Reviewer holds administrative rank above evaluator, normally in a line relationship. Services of a reviewer not always required in the evaluating process.

Performance Monitoring:

Refers to progress checks during the evaluation period after job targets have been agreed upon and before final evaluation is conducted.

Self-assessment:

Implies personal involvement in the evaluation process and may include seeking assessment from peers and subordinates.

PROCEDURES

Those to be evaluated:

a. With the exception of the Superintendent,[1] all central office administrators at the Administrative Assistant level and above.

b. All principals and assistant principals at the building level.

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

PROCEDURES (continued)

Those who will evaluate:

a. Normally, the person having immediate direction and supervision over the evaluatee.

How Frequently:

a. Annually, or as requested by evaluator or evaluatee.

Steps in the evaluation process:

1. Within the broad scope of the performance standards, the evaluatee identifies specific job targets for the coming year.

2. The evaluator reacts to proposals of the evaluatee suggesting revisions and/or additions.

3. The evaluatee will indicate the means by which he intends to assess progress toward mutually agreed upon job targets. These procedures may take the form of questionnaires or rating instruments to parents, students, teachers, peers or superiors. While sample administrative rating forms are provided, evaluatees may use other instruments designed to yield essentially the same kinds of information. Personal conferences with selected people or observation through campus visitation by selected personnel may also be utilized.

4. When agreement is reached on job targets and assessment procedures, these are committed to writing on page one of the Administrative Performance Appraisal form by the evaluatee.

5. By the conclusion of the school year, using the Administrative Performance Appraisal form, the evaluatee enters his assessment of performance and progress toward pre-defined job targets as stated in the appraisal form. The evaluatee's assessment is based on personal reflection and data gathered.

6. The evaluator will calendar with his evaluatees, Final Evaluation and Rating Conference.

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

PROCEDURES (continued)

7. At least a week prior to the Final Evaluation and Rating Conference, the evaluatee sends the Administrative Performance Appraisal form to his evaluator.

   If the evaluatee is interested in securing from his evaluator an appraisal of his potential for professional advancement in the district, he will complete a Request--Evaluation for Professional Advancement form and send it to his evaluator along with the Administrative Performance Appraisal form.

8. The evaluator reviews the Administrative Performance Appraisal form, finalizes his assessments, and completes his ratings on the Administrative Performance Appraisal form. In addition, the evaluator will complete the Request-Evaluation for Professional Advancement form if it has been submitted.

   As required, before the Final Evaluation and Rating Conference, the evaluator submits the Administrative Performance Appraisal form to the reviewer for study and signature.

   The evaluator then holds the Final Evaluation and Rating Conference with the evaluatee in which they review all forms and data submitted, each providing information and background relating to their respective judgments.

   During this conference, tentative job targets for the coming year are cooperatively established. These will be reviewed and finalized at a planning conference in the fall.

9. At the conclusion of this conference, both parties sign the Administrative Performance Appraisal form. The original is retained by the evaluator. The evaluator makes two copies of page 3 of the Administrative Performance Appraisal form, giving one to the evaluatee and sending the other to the personnel office.

   The original Request--Evaluation for Professional Advancement is also retained by the evaluator with copies going to the evaluatee and the personnel office.

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

CALENDAR

1. By the end of the first school month, evaluator and evaluatee will finalize job targets for the year.

2. A mid-year progress assessment will be made at which time the evaluator and evaluatee will meet and discuss progress so far. At this time, it may be necessary to review and modify previously agreed upon job targets.

3. By the close of the school year, the evaluatee and evaluator will hold a Final Evaluation and Rating Conference.

PERFORMANCE STANDARDS

The evaluation of each administrative position will begin with an agreement between evaluator and evaluatee on performance standards and those job targets originating from these standards.

In the case of the building principal, performance standards have been established including a fairly definitive listing of job functions under major performance headings. In other administrative positions, an outline of performance standards has been provided. It will then be the obligation of the evaluatee and evaluator to mutually establish the job functions appropriate for placement under each major performance heading. It is likely that there will be more functions listed under one heading than another and in some instances, if the evaluator and evaluatee mutually agree that there are no functions appropriate for a heading, this area of performance may be left blank.

Performance standards or an outline of performance standards has been included for each administrative position to be evaluated.

---

[1] Except as the Board of Education would see fit, the Superintendent will not have a formal evaluation but may through questionnaires, rating scales or other devices, seek information on the effective operation of his office.

PERFORMANCE STANDARDS

Building Principal

PERSONNEL MANAGEMENT

Improves staff performance through constructive evaluation procedures.

Seeks to maintain good employee morale.

Makes wise staff assignments recognizing individual strengths and weaknesses.

Is prompt and thorough in the administration of State and District regulations and directives.

Makes wise and effective use of auxiliary personnel.

INSTRUCTIONAL LEADERSHIP

Provides effective supervision of classroom teachers.

Is effective in the direction of staff growth and development.

Establishes goals and objectives.

Provides for appropriate assessment of instructional programs.

Directs and assists in the selection and use of curriculum materials.

Fosters experimental and innovative approaches.

COMMUNITY RELATIONS

Interprets school and District programs effectively.

Provides for participation in community affairs.

Fosters an awareness of community needs with the staff.

Effectively involves parents in school affairs.

Establishes and maintains wholesome community relations.

PERFORMANCE STANDARDS - Building Principal

PUPIL PERSONNEL SERVICES

Establishes and maintains effective discipline in the school.

Makes provision for an effective student activities program.

Works to establish and maintain a healthy student climate on campus.

Provides an effective guidance program for students.

Minimizes the opportunity for student failure.

Provides for maximum involvement in student guidance functions.

Provides for the administration of pupil assessment procedures and interpretation of resulting data.

Is sensitive to student welfare and attendance problems.

BUSINESS AFFAIRS -- MANAGEMENT

Demonstrates an ability to develop and manage a school budget.

Is effective as a plant manager.

Is effective as an office manager.

Interprets budget to school personnel.

Maintains an accurate and current inventory control.

Provides for necessary equipment maintenance.

PROFESSIONAL GROWTH AND DEVELOPMENT

Actively participates on District committees.

Assumes a leadership role as requested.

Maintains a professional attitude while supporting administrative decisions.

Keeps abreast of innovative trends in education.

APPENDIX H

To: Principals and Division Heads August 21, 1975

From: Lou Joseph and Jim Jenkins

Subject: Suggested Guidelines for School Plan Audit Committee

GOAL:

To increase the scope of educational and community participation and provide a broader base of evaluation for the School Plan.

OBJECTIVES:

1. By October 15, 1975, the School Plan will be approved by the appropriate assistant superintendent.
2. By May 1, 1976, an Audit Committee will assist the building principal in evaluating the School Plan.
3. By May 15, 1976, the principal will prepare a written report to the school board as to the outcomes of his School Plan.

SUGGESTED PROCESS:

1. Each principal should select a committee to assist in the development of his School Plan.
2. The School Plan Committee should or could consist of: parents, students, faculty, classified staff and administrators.
3. Possible makeup of a School Plan Committee:

   one parent - 1
   one community advisory council member - 1

APPENDIX H (continued)

one student - 1
two faculty members - 2
one principal - 1
one staff member from another school - 1
one District office personnel - 1
one classified employee - 1
No more than nine (9) - any more may be unworkable

4. Your School Plan Committee could also be your Audit Committee, if you so desire.

5. Alternative - If you wish to have an external evaluation committee, it would be agreeable to ask two principals within our school district or outside our school district plus a district representative to form your Audit Committee. This would be an external evaluation.

SUGGESTED PROCESS:

6. Audit Committee should meet a minimum of three times during the year:

October - to receive copy and explanation of School Plan from principal.

January - meeting to discuss progress and instrument to be used to evaluate School Plan.

May - visitation to the school - spend day at the school - sort of a mini-WASC team. Extent and procedure for this day to be developed by principal.

7. A written report to school board and your community will be made toward the end of school year.

APPENDIX H (continued)

8. Monitoring of School Plan by assistant superintendent will be an ongoing objective. Refinement of the Audit Plan will be an ongoing objective. Since this is an attempt at a new procedure to aid the School Plan Evaluation, we are sure we will experience many recommendations for change.

SUGGESTED CONSIDERATIONS:

1. Identify your Audit Committee early.
2. Be sure each member of Audit Committee receives a copy of the School Plan.
3. You may want to assign various areas of the School Plan to assigned members of the committee.
4. You have ample freedom to enlarge or revise suggested procedures.
5. We need your input to assist in development of a possible evaluation instrument. Suggest an establishment of a District committee, if feasible, to assist in developing and monitoring the process.

"Your Audit Committee, if used correctly, can be a great asset to your school program."

APPENDIX I

EL MODENA HIGH SCHOOL

Open Ended Questionnaire
for Administrative Use

Date_____

TO: ALL STAFF MEMBERS

FROM: ED SEAL

Please Check the Appropriate Box:

☐ Teacher ☐ Clerical ☐ Custodial ☐ Cafeteria ☐ Other*

In order to continue to become better as a supervisor, I need some accurate information from you about the ways you perceive me. Would you take a few minutes to complete the following questions about me? I'm asking all the people I work with to share this information with me. The questions are deliberately open so that you will write what appears to you to be important. Many thanks for your assistance. Please return to the suggestion box in the conference room in the office area when completed.

1. How do you perceive me as a person?_____

2. How do you perceive me as a supervisor?_____

3. What do you see as my strengths in supervision?_____

4. What do you see as areas I need to develop to be more helpful?

5. What do I do that makes me "come across" as I do?_____

6. If there were one thing about my behavior as a supervisor that you could change what would it be?_____

*Other would include all non-teaching certificated staff.

APPENDIX J

EL MODENA HIGH SCHOOL

Open Ended Questionnaire
for Administrative Use
With Parents and Students

Date_____

TO: STUDENTS AND PARENTS

FROM: ED SEAL

Please check the appropriate box:

☐ Student ☐ Parent

In order to continue to become better as a principal, I need some accurate information from you about the ways you perceive me. Would you take a few minutes to complete the following questions about me? I'm asking all the people I work with to share this information with me. The questions are deliberately open so that you will write what appears to you to be important. Many thanks for your assistance. Please return to the principal's secretary, Mrs. Mortimer, in the office area when completed. Many thanks!

1. How do you perceive me as a person?_____

2. How do you perceive me as a principal?_____

3. What do you see as my strengths as a principal?_____

4. What do you see as areas I need to develop to be more helpful to students or parents as a principal?_____

5. What do I do that makes me "come across" as I do?_____

6. If there were one thing about my behavior as a principal that you could change, what would it be?_____

EL MODENA HIGH SCHOOL

EDGAR SEAL
Principal
PHILIP STOCK
Assistant Principal
THOMAS MARKLEY
Assistant Principal

3920 SPRING STREET
ORANGE, CALIFORNIA 92669
TELEPHONE (714) ADMINISTRATION 997-6331
GUIDANCE 997-6335

May 15, 1975

Dear Student, Parent, or Staff Member:

One of the most important aspects of the educational process at El Modena High School is the involvement of our students and staff in the evaluation of all of our programs, both academic and extra curricular.

In order for us to make decisions which will affect our students and every staff member in this school, it is imperative that we receive as much information from our students prior to the making of these decisions which will affect their education at El Modena High School. We certainly would appreciate each of you taking a few moments of your time to constructively complete the attached questionnaire so that we can get your opinion as to the priorities that you feel should be established for us to work on as a total school for the 1975-76 school year.

Many thanks for your consideration and cooperation in completing this questionnaire and becoming actively involved in setting priorities for the students and staff at El Modena.

Sincerely,

Ed Seal
Principal

ES:jr

EL MODENA HIGH SCHOOL

QUESTIONNAIRE

I. Please list one or two things you like about El Modena High School. You may take into consideration such items as home-school communication, facilities, teachers' attitudes, instructional programs, campus atmosphere, school discipline, courses offered, graduation requirements, community involvement, extra-curricular programs, athletic programs, etc.

1)_____

_____

_____

2)_____

_____

_____

II. Please list one or two areas that are of concern to you about El Modena High School. For reference items, you may wish to refer to the areas listed in statement number I. However, do not feel that you are limited to only those items listed above.

1)_____

_____

_____

2)_____

_____

_____

III. If you listed any concerns or would recommend any changes at the high school, it would be most appreciated if you would make a suggestion/s as to how this change could be implemented.

_____

_____

_____

_____

IV. Please circle the items below that pertain to you.

1) I am a: student parent staff member

2) As a parent, student, or staff member I have been active in school related activities:

Not at all some quite a bit very much

V. In the overall school programs, instructional and extra-curricular, I would rate El Modena High School as:

Outstanding Excellent Good Fair Poor

APPENDIX L

EL MODENA HIGH SCHOOL

SCHOOL PLAN COMMITTEE SURVEY
FOR STUDENTS, PARENTS & STAFF

Directions: Please darken in the appropriate space that indicates your opinion on each statement below. Use the following code:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree
NO = No Opinion

		SA	A	D	SD	NO
1.	Our campus is clean and well kept.					
2.	Our school spirit is good.					
3.	Our school assemblies are good.					
4.	We have a fine boys' athletic program.					
5.	We have a fine girls' athletic program.					
6.	Our girls' athletic coaches have a positive attitude.					
7.	Our boys' athletic coaches have a positive attitude.					
8.	El Modena is very good as it is presently.					
9.	Our counselors are helpful to students.					
10.	Our counselors are knowledgeable.					
11.	Our counselors give adequate career information to students.					
12.	Our counselors make graduation requirements known to students.					

APPENDIX L (continued)

	SA	A	D	SD	NO
13. The attitude of administrators is positive toward students.	☐	☐	☐	☐	☐
14. Teachers have a positive attitude toward students.	☐	☐	☐	☐	☐
15. Teachers usually present interesting and enthusiastic lessons.	☐	☐	☐	☐	☐
16. Teachers generally do a good job of teaching.	☐	☐	☐	☐	☐
17. Smoking is a problem at El Modena.	☐	☐	☐	☐	☐
18. Restrooms are kept clean.	☐	☐	☐	☐	☐
19. Cafeteria food is good.	☐	☐	☐	☐	☐
20. KLMO was good for students.	☐	☐	☐	☐	☐
21. Our noon time recreation program is good.	☐	☐	☐	☐	☐
22. A single lunch is better for staff and students.	☐	☐	☐	☐	☐
23. Our school facilities are very adequate in the classroom instructional program.	☐	☐	☐	☐	☐
24. Our school athletic facilities are adequate.	☐	☐	☐	☐	☐
25. Our off-campus classes are beneficial to students.	☐	☐	☐	☐	☐
26. We have a good selection of classes at El Modena.	☐	☐	☐	☐	☐
27. Campus atmosphere is good.	☐	☐	☐	☐	☐
28. Students at El Modena are friendly.	☐	☐	☐	☐	☐
29. Staff members are friendly toward students.	☐	☐	☐	☐	☐
30. Student government is effective.	☐	☐	☐	☐	☐

APPENDIX L (continued)

	SA	A	D	SD	NO
31. Student government members communicate very well with other students.	☐	☐	☐	☐	☐
32. Student representatives from each 2nd period class report information back to the class.	☐	☐	☐	☐	☐
33. The student bulletin read over the intercom serves a need for our students.	☐	☐	☐	☐	☐
34. The "Run for Classes" registration procedure is good for the students.	☐	☐	☐	☐	☐
35. Our classrooms are kept clean.	☐	☐	☐	☐	☐

APPENDIX M

EL MODENA HIGH SCHOOL

SCHOOL PLAN

for 1975-76

Revised 11-13-76

MEMBERS OF THE EL MODENA HIGH SCHOOL

SCHOOL PLAN COMMITTEE

Parents

Mrs. Betty Belden
Mrs. Pat Neals
Mrs. Nora Razo
Mrs. Jerry Venegas
Mrs. Bonnie Lillywhite

Students

John Friedeman	12th grade
Barbara Luna	11th grade
Caren Cates	12th grade
David Araujo	12th grade
Rudy Maldonado	11th grade

Staff

Mrs. Connie Bridgman	Counselor
Mr. Bill Schertle	Teacher
Mrs. Gwen Chapman	Teacher
Mrs. Joanne Rodsater	Dean of Students
Mr. Lee Eastwood	Ass't. Principal - Instruction
Mr. Phil Stock	Ass't. Principal - Pupil Personnel
Mr. Ed Seal	Principal and Chairperson

OBJECTIVES RELATED TO CURRICULUM

SCHOOL PLAN

OBJECTIVE	1
Accelerated Individualized Algebra	Work Plan and Monitoring
1. During the 1975-76 school year the Math Department Chairman, assisted by the department members and supported by the Assistant Principal, Curriculum and Instruction, will develop and/or purchase materials and develop procedures to provide individualized, accelerated learning experiences for selected students in algebra. The program will be evaluated by student progress and attitude by June of 1976.	1.2 Materials for accelerated individualization in algebra will be developed and/or purchased by January, 1976. 1.2 By January, 1976, students who wish to accelerate algebra learning will be identified and provided individualized, self-paced learning materials and receive instruction in the Math lab 1.3 The program will be monitored and evaluated by involved students, the Math Department Chairman and the Assistant Principal, Curriculum and Instruction. 1.4 List of students and criteria used in their selection. 1.5 Evaluate progress of students and their attitude about program.
OBJECTIVE	
Team-Teaching - Geometry	Work Plan and Monitoring
2. Two teachers from the Math Department, with the support of the Math Department Chairperson and Assistant Principal, Curriculum and Instruction, will team teach geometry one period a day during the 1975-76 school year, to determine the effectiveness of the staff development program in the area of advanced mathematics. To be measured by teachers' self-evaluation and the evaluation of the Assistant Principal.	2.1 The two teachers of the geometry team, Miss Fekjar and Mrs. Taylor, will attend the ESAA Summer Professional Development Workshop to learn skills of diagnosis, grouping, principles of learning, and individualization. 2.2 The team teachers initiate the team concept in the Fall semester, 1975-76 school year. 2.3 Continuous diagnosis of students, grouping and small group instruction will take place during the 1975-76 school year. 2.4 The team concept will be monitored and evaluated by the team teachers, the Math Department Chairperson and the Assistant Principal, Curriculum and Instruction. 2.5 Student evaluation, teacher self-evaluation and Assistant Principal evaluation.

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OBJECTIVE	2
Staff Development	Work Plan and Monitoring
3. The Assistant Principal, Curriculum and Instruction, with the assistance of the administrative staff and teachers, will establish an on-going staff development program based on the common elements of the teaching-learning process.	3.1 By November of 1975, the Principal and two Assistant Principals will have received two weeks of in-service training on the common elements of the teaching-learning process. 3.2 An initial teacher orientation on the staff development project will be carried out by the Assistant Principal, Curriculum and Instruction, by October of 1975. 3.3 The Principal and two Assistant Principals will practice observation and conferencing techniques learned at the inservice training during the 1975-76 school year in selected teachers' classrooms. 3.4 Using the common elements of the teaching-learning process, the teaching skills and techniques of all teachers will be diagnosed by the administrative staff during the 1975-76 school year and teacher conferences will be held to assist the teacher. 3.5 A questionnaire will be developed and administered by the Assistant Principal, Curriculum and Instruction, to assist in determining teacher inservice needs of staff within the perimeters of the inservice objective by January 1976. 3.6 Selected administrators and faculty members will be inserviced on selected techniques of the common elements of the teaching-learning process to prepare them to teach seminars on assigned topics. 3.7 Based on teacher self-appraisal and the completed questionnaire, teachers will enroll in seminars for a minimum of two days of training to be completed by March of 1976. 3.8 The inservice will be evaluated by all certificated staff members.

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Staff Development (continued)	Work Plan and Monitoring
	3.9 A questionnaire measuring teacher self-awareness of the common elements of the teaching-learning process and teacher perceptions of the validity of the administrative observation and conferencing techniques using the common elements will be developed and administered by the administrative and teaching staff by June of 1976.
OBJECTIVE	
Modern World History Resource Room	Work Plan and Monitoring
4. During the 1975-76 school year the Modern World History Team teachers will develop a resource room which will be utilized for small group instruction, individualized instruction, and general support of the Modern World History curriculum.	4.1 By September, 1975, the Modern World History Team will have developed a job description for an adult para-professional teacher aide and have hired a teacher aide to assist the teachers and manage the resource room.
	4.2 By September, 1975, the Modern World History Team will have purchased the following basic items to equip the resource room. (a) Typewriter and typewriter stand (b) Two 4 drawer filing cabinets (c) Book shelves to accommodate a minimum of 800 volumes (d) Three large movable room dividers to provide seminar areas (e) Ten hours of video tape at $20.00 an hour for a total of $200.00 (f) Twenty rolls of 35 mm film (g) 1 Ecktagraph unit (h) 4 standard 3' x 6½' tables and 32 chairs (i) Four boxes of transparencies
	4.3 By September, 1975, the Modern World History Team will have developed educational procedures and rationale for the use of the resource room for small group and individualized instruction.

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Modern World History Resource Room (continued)	Work Plan and Monitoring
	4.4 By January, 1976, the Modern World History Team will complete a needs assessment for completing equipment needs for the resource room based on two-month experience using the resource room and sound educational rationale.
	4.5 During the 1975-76 school year the resource room concept will be continuously monitored, evaluated and modified by the Modern World History Team and the Assistant Principal, Curriculum and Instruction.
	4.6 A survey will measure student and teacher attitudes and feelings about the benefits and values of the resource room.
OBJECTIVE	
Bible as Literature	Work Plan and Monitoring
5. One section of "Bible as Literature" (a new Language Arts course) will be offered to El Modena High School students during the Spring Semester, 1975-76 school year.	5.1 Initial planning has been completed. This entailed conferences with religious leaders of the local community to receive input and approval of the course.
	5.2 A senior teacher project was approved for the summer of 1975. Mrs. Sheldon developed the course overview, objectives, resource list, AV material, etc.
	5.3 The course overview will be submitted to the community religious leaders for their comments and approval in September, 1975.
	5.4 After final revisions, the course will be presented to the Board of Education for approval as a pilot for EMHS for the Spring Semester of the 1975-76 school year.
	5.5 By June, 1976, the course will be evaluated by the students, teachers and Assistant Principal, Curriculum and Instruction, per guidelines established in the course proposal and overview.

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OBJECTIVE	Work Plan and Monitoring
Science Fiction	
6. One section of "Science Fiction" (a new Language Arts class) will be offered to EMHS students during the Spring Semester, 1975-76 school year.	6.1 A senior teacher plan was approved for the summer of 1975. Two O.U.S.D. teachers (Mrs. Faas from EMHS) developed the course overview, objectives, resource list, AV material, etc. 6.2 The course will be presented to the Board of Education by October for approval as a pilot for EMHS for the Spring Semester of the 1975-76 school year. 6.3 By June, 1976, the course will be evaluated by students, the teacher and the Assistant Principal, Curriculum and Instruction, per guidelines established in the course proposal and overview.
OBJECTIVE	Work Plan and Monitoring
Bicentennial Plans	
7. By September, 1975, the school plan for the Bicentennial Year Program will be completed by the EMHS Bicentennial Planning Committee and implemented during the 1975-76 school year.	7.1 The EMHS Bicentennial Planning Committee, under the direction of Mrs. Ann Hoetzl, completed an initial plan in June, 1975. This plan was submitted to the District Bicentennial Planning Coordinator in June, 1975. 7.2 Upon District approval and/or District required revision of the school Bicentennial Plan, procedures for its implementation will be developed by the EMHS Bicentennial Planning Committee. 7.3 Bicentennial activities will be monitored and evaluated by the Planning Committee and the school administrative staff.

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OBJECTIVE	Work Plan and Monitoring
Standardized Test Scores	
8. Seniors taking the Survey of Basic Skills will show an increase of 5% positive discrepancy from 100% on the Survey of Basic Skills testing during the 1975-76 school year as compared to seniors in the 1974-75 testing.	8.1 Optimum efforts will be made to have all remedial senior math and reading students enrolled in the Math and/or Reading Lab during the 1975-76 school year. 8.2 The Assistant Principal, Curriculum and Instruction, and the testing counselor will develop testing procedures and environments that will ensure maximum output from seniors taking the Survey of Basic Skills during the 1975-76 school year. 8.3 Comparisons of 1974-75 and 1975-76 test results.
OBJECTIVE	Work Plan and Monitoring
Curriculum Development	
9. The Principal with the assistance of the members of the Boys' and Girls' physical education department will develop, implement and evaluate an innovative and modified physical education program including co-educational classes and off-campus classes by April of 1976. The interest and value of the program will be measured by a survey given to students in April.	9.1 Teachers will survey all students to determine the types of activities which they would like to see offered in physical education classes. 9.2 Teachers will develop the courses and curriculum which are feasible in accordance with District policies and available facilities. 9.3 Program will be submitted to Area Superintendent and Director of Program Planning and Curriculum for their approval. 9.4 Implement program in the Spring of 1976. 9.5 Develop a questionnaire to allow students to evaluate program. 9.6 Evaluate program and make modifications where feasible and practical.

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OBJECTIVE	Work Plan and Monitoring
Improvement of Curriculum-Articulation	
10. The Principals of El Modena High School, McPherson Jr. High School, and Santiago Jr. High School, with the assistance of the department chairpeople of each school will plan and organize articulation and communication meetings between members of each department of the junior and senior high schools to increase understanding, awareness and continuity in the curriculum.	10.1 The principals of the three schools will plan the procedures and discuss with members of various departments items to be covered in the meetings. 10.2 The members of each school department will set up an agenda for the meetings. 10.3 The District department chairpeople will be asked to be actively involved in planning and carrying out the agenda. 10.4 A minimum day will be scheduled for the first meeting to be held during the fall semester. 10.5 The administration will provide an evaluation form for all members to critique the meeting and to establish an agenda of topics for the second meeting. 10.6 The leader of each meeting will be responsible for keeping minutes of each meeting and their distribution.
OBJECTIVE	Work Plan and Monitoring
Development of Environmental Site	
11. The Principal, with the assistance of the District maintenance, selected staff members and the Associated Student Body of El Modena High School, will plan, finance, develop and dedicate the environmental site in the fall of 1975.	11.1 The Construction Technology class will construct two bridges and a pier on the site. 11.2 The students with the assistance of staff members and maintenance personnel will complete the planting of trees and shrubs. 11.3 The Principal will organize and plan a dedication ceremony to present the site to the District.

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OBJECTIVE	Work Plan and Monitoring
New Course Development - Automotive Machine Shop	
12. The Assistant Principal, Pupil Personnel Services, with the assistance of the vocational education personnel at the District level and the auto shop teachers will develop and implement an automotive machine shop course for the Spring Semester of the 1975-76 school year.	12.1 Needs assessment will be done. 12.2 Cost analysis will be conducted. 12.3 Curriculum will be established. 12.4 Course will be evaluated at the end of the Spring Semester.

OBJECTIVES RELATED TO SCHOOL-COMMUNITY, CAMPUS ENVIRONMENT AND SCHOOL CLIMATE

SCHOOL PLAN

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OBJECTIVE

Student Housing and Curriculum

13. The School principal and the administrative staff will develop a plan for housing students through 1979-80. This is necessary as we are presently at capacity this year with 1780 students as our projected enrollment for 1975-76. The projected enrollment through 1978-79 would be in excess of 2000 students, which means we will have to have facilities available for an additional 220 students by the 1979-80 school year.

Work Plan and Monitoring

13.1 The Principal, Assistant Principals and selected staff members will visit schools with different organizational plans.
13.2 The personnel in item one will work together to develop a plan for housing students.
13.3 The completed plan will be critiqued by the District office administration and the total school faculty.
13.4 The final plan will be completed and plans for implementing will be initiated by April of 1976.

OBJECTIVE

Evening Classes

14. By April, 1976, the two Assistant Principals will have developed procedures and criteria for the offering of early morning and evening classes for the 1976-77 school year.

Work Plan and Monitoring

14.1 By March, 1976, teachers will be surveyed to determine who desires to teach for evening or early morning classes.
14.2 By April counselors will present classes that will be offered in the evening or early morning to students for pre-registration.

OBJECTIVE

School and Community Planning

15. The principal will continue to work with and develop leadership within the School Plan Committee throughout the 1975-76 school year. The main function of the School Plan Committee is to gather information and establish tentative priorities for the school.

Work Plan and Monitoring

15.1 The Principal will appoint new members to the School Plan Committee for 1975-76.
15.2 The School Plan Committee will meet early in September to go over tentative objectives for the year and suggest needed priorities to be added to the 1975-76 school plan.

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OBJECTIVE	Work Plan and Monitoring
School and Community Planning (continued)	15.3 The School Plan Committee will review the monitoring and work procedures and suggest additional methods for obtaining feedback and disseminating information. 15.4 The School Plan Committee will develop, administer and tabulate a questionnaire to parents, students and staff on the accomplishments of the school.
OBJECTIVE	**Work Plan and Monitoring**
Community Involvement 16. The Principal and entire school staff will work together to increase parent and community involvement in all school functions and activities throughout the year by 10%. This will be measured by the number of parents in attendance in comparison to activities in 1974-75.	16.1 Work with faculty and other staff on methods of getting more parent and community involvement. 16.2 Work with students to obtain ideas and support in getting their parents involved in school functions. 16.3 Publicize school functions through the student and school newspaper. 16.4 Involve as many students in all functions as is feasible. 16.5 Encourage teachers to ferret out and use community expertise in their classroom instructional program. 16.6 Work through all booster and parent groups to obtain support and involvement for school functions. 16.7 Publicize in local newspaper.
OBJECTIVE	**Work Plan and Monitoring**
School-Community Relations 17. During the 1975-76 school year, the Administrative Intern with other support staff will improve communications with the Spanish-speaking community regarding school procedures.	17.1 Packets will be developed in the Spanish language explaining school procedures such as: (a) Graduation requirements (b) College Entrance Requirements (c) Discipline procedures (d) Attendance procedures (e) Alternative schools

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School-Community Relations (continued)	Work Plan and Monitoring
	(f) Special programs (g) General information 17.2 Individual and community meetings to explain procedures will be scheduled.

OBJECTIVE

Staff-Students Interpersonal Relations	Work Plan and Monitoring
18. Staff members will develop a more positive attitude toward students and their cognitive and effective needs through the advisor-advisee program by the end of the 1975-76 school year.	18.1 Implementation of the advisor-advisee program. 18.2 Administer questionnaire to staff in October of 1975. (To be selected) 18.3 Administer questionnaire to a random selection of students in October of 1975. (Adapted from 20.2) 18.4 Administer questionnaire to staff in May of 1976. (Same as 20.2) 18.5 Administer questionnaire to students selected in 20.3. 18.6 Compare the difference in the pre and post questionnaire.

OBJECTIVE

Career Center Expansion and Improvement	Work Plan and Monitoring
19. By the end of 1975-76 school year, a plan for enlargement of the Career Center will be finalized. The Assistant Principal, Pupil Personnel, with the assistance of the Career Center Personnel, will complete this objective.	19.1 Needs assessment will be done. 19.2 Cost analysis will be conducted. 19.3 Construction plan will be drawn up. 19.4 Work orders will be sent out by June 1, 1976.

OBJECTIVE

Advisor-Advisee Program	Work Plan and Monitoring
20. An Advisor-Advisee program will be implemented by the Assistant Principal,	20.1 An In-service timeline will be developed by November 1, 1975, and given to all staff members.

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Advisor-Advisee Program
(continued)

Work Plan and Monitoring

20. (continued)
Pupil Personnel, with the assistance of the counselors, and put into practice the Spring Semester, 1976.

20.2 A packet will be developed with basic guidelines and procedures for advisors by December 1, 1975, and given to all staff members.
20.3 A schedule of meetings with students will be established by December 1, 1975.
20.4 Packets dealing with different areas advisors will be working with will be developed by the District Counseling staff.
20.5 In-service meetings will be held throughout the year with staff members.
20.6 An evaluation instrument will be developed for students and staff to be given at the end of the 1975-76 school year.

OBJECTIVE

Campus Improvement

Work Plan and Monitoring

21. A comprehensive master plan for campus improvement will be developed by October 1, 1975, with the assistance of the Activities Director and input from the Student Council chaired by the Commissioner of Grounds.

21.1 A diagrammed plan of the school campus with suggested improvements will be kept up to date in the Activities Office.
21.2 A minimum of two meetings a year with students will be held to study and update the master plan.
21.3 Improvements will be divided into projects suitable for clubs and groups to undertake.

OBJECTIVE

Noontime Recreation and Intramural Sports Program

Work Plan and Monitoring

22. A lunch time recreational and intramural sports program will be established, with assistance of the Activities Director and teacher supervisor by October 1, 1975.

22.1 Notice of advertisement will go out in the student bulletin.
22.2 Types of programs will be established by student interest.
22.3 Roster of activities will be posted when established.
22.4 Evaluation of program by students will be done on a quarter basis.

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OBJECTIVE	Work Plan and Monitoring
Single Lunch	
23. The Administrative staff will plan and implement a single lunch period in September of 1975 for the purpose of coordinating students and staff activities.	23.1 Evaluation of the single lunch by students, teachers and cafeteria staff at the end of the semester. 23.2 Activities to be held during the single lunch: (a) Student club meetings (two days per week). (b) Lunchtime assemblies for students. (c) Noontime recreation and sports program. (d) Department meetings for staff. (e) Staff luncheons.
OBJECTIVE	**Work Plan and Monitoring**
On-Campus Accident Reduction	
24. The Assistant Principal, Pupil Personnel Services, with the assistance of the entire school staff will reduce the on-campus accidents by 10% for the 1975-76 school year over the 1974-75 school year.	24.1 In-service with staff to report hazardous areas. 24.2 Early repair of any hazardous area. 24.3 Poster displays around school to remind students and staff to be careful. 24.4 A comparison of figures at the end of the school year using District Office data.
OBJECTIVE	**Work Plan and Monitoring**
On-Campus Vandalism Reduction	
25. The Assistant Principal, Pupil Personnel Services, with the assistance of all staff members will reduce vandalism by 10% over the 1974-75 school year.	25.1 In-service with staff about locking doors and checking them. Putting all money in school safe. 25.2 In-service with custodial staff regarding possible entry areas and having them corrected. 25.3 Replacement of certain window areas with a less breakable material.

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On-Campus Vandalism Reduction (continued)	Work Plan and Monitoring
	25.4 Additional surveillance by police upon request. 25.5 Repair of vandalism alarm system. 25.6 Compare 1975-76 data with the 1974-75 school year as furnished by the District Office.

OBJECTIVE

Attendance - Reduction of Truancies	Work Plan and Monitoring
26. With the assistance of the Dean, Administrative Intern, Attendance Secretaries, Nurse and Community Aide, a reduction of truancies by 10% over the 1974-75 school year will be established.	26.1 Community meetings with Spanish and English speaking parents who are not familiar with attendance procedures. 26.2 More personal counseling with Advisor-Advisee program. 26.3 A comparison of 1974-75 school year truancies with 1975-76 school year at the end of each semester.

OBJECTIVE

Reduction of Student Suspension	Work Plan and Monitoring
27. The Assistant Principal, Pupil Personnel Services, with the assistance of the administrative staff and District Office personnel will reduce the number of suspensions by 10% over the 1974-75 school year.	27.1 Establish alternatives to suspension such as: (a) Saturday work study (b) Parent conference (c) After school hours assignments. 27.2 Comparison of the 1974-75 school year data with the 1975-76 school year.

APPENDIX N

ORANGE UNIFIED SCHOOL DISTRICT

Principal's Evaluation
Orientation

AGENDA

1. Purpose of New Program
2. Process of Development
3. Explanation of Standards (3 parts)
4. Walk through of Steps 1 - 7
5. Supplemental Statement, Disagreement
6. Supplemental Statement, Commendation - Recommendation
7. Statement, Evaluatee's Reaction to Evaluation
8. New School Plan Procedures
9. Concerns from Principal
10. Inservice and Orientation Evaluation Questionnaire

APPENDIX O

ORANGE UNIFIED SCHOOL DISTRICT

SCHOOL PLAN GUIDELINES AND PROCEDURES

PURPOSE

The school plan is an integral part of the operation of the school to enable the principal, the school staff, and the community to establish those goals and objectives which will enhance the educational program and process at each school. The school plan will be an accumulation of objectives which the principal and the school staff, along with selected parents, agree need to have special emphasis during the coming year to strengthen the school programs for the students. It must be emphasized that the school plan will be a supplemental instrument that may be utilized in the evaluation process of the school principal. However, it will be used only to show how well the principal uses the twenty-one performance areas which are to be evaluated that year, such as organization, communication, etc. The school principal should not be evaluated on the achievements or lack of achievements in the school plan and the objectives in the plan, but only on those management skills of which he has control in following-through on the school plan. In other words, the school plan should not be the only source of data or information which is used in the evaluation of the school principal.

PROCEDURES

1. Each school principal will be responsible for the establishment of a school plan committee which will include members of the school staff, parents and students.

Suggested composition of the school plan committee:

Principal - Chairperson
Classified - 1
Parents at large - 3
Community Advisory Council Members - 1
Students - 3
Teachers - 3

Note! The composition of the school plan committee will vary from school to school due to the size of the school and the level of the school. However, each school should involve members from each group listed. Others may be included at the discretion of the principal. Supplementary representation from other school committees may be used on the school plan committee.

School Plan Guidelines (continued)

2. It is the responsibility of the school plan committee to collect and evaluate data or information which can be used to establish priority objectives for the coming year and to evaluate the outcomes of the school plan objectives.

3. The school plan should reflect the thinking of the school staff along with the school plan committee and the administration.

4. The school plan should place emphasis on three or more of the basic goals of the district as listed below:

- 4.1 Assist students in the development of basic academic and intellectual skills.
- 4.2 Assist the students in the development of responsible citizenship.
- 4.3 Assist the students in the development of economic self-sufficiency.
- 4.4 Assist the students in the development of competency in social relationships.
- 4.5 Assist the students in the development of a feeling of self-worth and a healthy self-image.
- 4.6 Assist the students in the development of moral values, ethical standards of conduct, and basic integrity.

In addition, the school plan should include those areas which the area superintendent and school principal mutually agree will be of benefit to the school, the district and the community.

5. The school plan will be submitted for approval by October 15 of each school year to the area superintendent.

6. The school principal will be responsible for the selection of an audit committee which will evaluate the school plan no later than May 1 of the school year. This committee should meet a minimum of three times during the year in order to:

1) Receive a copy of the school plan (October),
2) Meet and discuss the progress of the school plan and the instrument to be used to evaluate it (January),
3) Visit the school - spend part or all of a day at the school to evaluate those parts of the school plan which are in operation or are ready to implement (May).

7. The school plan audit committee should consist of parents, students, faculty, classified staff and administrators. The school plan committee could also serve as the school plan audit committee. Any other types of audit committees such as an

School Plan Guidelines (continued)

external evaluation committee should be discussed with the area superintendent to obtain approval.

8. The function of the school plan audit committee is to evaluate the objectives in the school plan as to how well they were achieved through such scheduled activities as school visitations, talking to teachers and other staff members, and studying a summary write-up of the results of each objective in the school plan.

9. The principal will be responsible to prepare a written report to the school board as to the outcomes of the school plan no later than June 15 of the school year. This report will be submitted to the area superintendent.

10. The area superintendent will be responsible for monitoring the school plan no later than February 1 of each year.

DATES TO REMEMBER

1. Submit school plan to area superintendent - October 15.
2. Monitor school plan - January 15.
3. Audit committee report due - May 15 to June 1.
4. School plan priorities for next year - June 1 to June 15.

APPENDIX P

ORANGE UNIFIED SCHOOL DISTRICT

INSERVICE AND ORIENTATION EVALUATION

ON THE NEW PRINCIPAL'S EVALUATION MODEL

Dear Colleague,

Please complete this brief questionnaire on the Principals' Evaluation Program to assist us in clearing up any areas of confusion and also to state any concerns you may have at this time.

Circle either yes or no

Yes No No. 1. Were the new Principals' Evaluation Program materials easy to read and understand?

Yes No No. 2. Was the inservice workshop presented in a simple and understandable manner?

Yes No No. 3. Were you able to get clarification on those items which were of concern to you?

Yes No No. 4. Do you feel that the new program of evaluation is an improvement over the old one?

On the space provided below, please write any comments or concerns you have about the new Principals' Evaluation Program.

_____

_____

_____

_____

APPENDIX Q

EL MODENA HIGH SCHOOL

SCHOOL PLAN EVALUATION

May 4, 1976

Code:
- AS - Achieved as stated
- MR - Achieved with minor revisions
- PA - Partial achievement
- PAMR - Partial achievement with major revisions
- NA - No degree of achievement

Please check the appropriate box for each objective on the school plan. Be sure to read through each objective and the results below before you check the box of your choice, which gives various degrees of achievement to no achievement. Write comments or recommendations to the right of each objective.

Objective	AS	AMR	PA	PAMR	NA
1. Accelerated Individualized Algebra	☐	☐	☐	☐	☐

During the 1975-76 school year the Math Department Chairman, assisted by the department members and supported by the Assistant Principal, Curriculum and Instruction, will develop and/or purchase materials and develop procedures to provide individualized, accelerated learning experiences for selected students in algebra.

Results:

Implementation of the individualized algebra objective was postponed for one year in order to allow members of the department time to observe other school programs using individualized instruction and materials. The program will begin in January, 1977, using a combination of teacher-developed materials and P.L.A.N. (programmed materials).

APPENDIX Q (continued)

AS AMR PA PAMR NA

Objective

2. Team Teaching - Geometry

Two teachers from the Math Department, with the support of the Math Department Chairperson and Assistant Principal, Curriculum and Instruction, will team teach geometry one period a day during the 1975-76 school year.

Results:

Mrs. Taylor and Miss Fekjar completed the Summer ESAA Professional Development Workshop. Team teaching in geometry began in the fall semester as planned and continued for the first 15 weeks of the first semester. It was mutually agreed upon by the team teachers to discontinue team teaching of the course for the remainder of the year. It was found that the physical limitations of the two rooms reduced the effectiveness of the team approach. No facility was available for large group instruction. The teachers plan to attempt teaming again next year, utilizing a different approach.

Objective

3. Staff Development

The Assistant Principal, Curriculum and Instruction, with the assistance of the administrative staff and teachers will establish an on-going staff development program based on the common elements of the teaching-learning process.

APPENDIX Q (continued)

AS AMR PA PAMR NA

Results:

Items 3.1 - 3.8 of the work plan and monitoring of this objective were successfully completed. The inservice days were held on March 9 and March 30. Teacher evaluations of the inservice program. The administrators continue to observe and conference with teachers using the T.A.I. and other observation techniques and instruments. Item 3.9, the questionnaire, will be substituted by individual interviews with teachers during the evaluation process during the month of May.

Objective:

4. Modern World History Resource Room

During the 1975-76 school year the Modern World History Team teachers will develop a resource room which will be utilized for small group instruction, individualized instruction and general support of the Modern World History Curriculum.

Results:

The Resource Room was developed. (a) It houses approximately 3500 books, (b) files of curriculum materials such as worksheets, maps, reading, and tests, (c) six display cases with over $1,000 worth of Indian, African, and Middle Eastern artifacts on display, (d) supplies such as typewriter, desk, card catalog, Deadline Data, filing cabinets, 140 feet of bookshelves, 5 tables and chairs to accompany them, book check-out materials, etc., and (e) audio-visual materials (tapes, records, sound filmstrip projector, headphones, and multiple jack).

APPENDIX Q (continued)

AS AMR PA PAMR NA

Results: (continued)

The Resource Room is operated by the Modern World History staff which includes several teachers and two part-time paraprofessional aides.

Students use the Resource Room for individual research, small-group work, check-out of resource materials, and individual use of audio-visual materials.

The Resource Room has supported the MWH program in an additional variety of ways. It serves as a center for planning activities, it allows ease of access from center classrooms because of the open doorways; it allows rotation of students from class to class or of teachers from class to class for mini-courses and seminars, both of which we have utilized this year.

Work Plan and Monitoring:

4.1 A job description was developed, but aides were not hired until October.
4.2 Letters (a) through (i) have been purchased with the exception of (d) dividers and (g) ectagraph unit.
4.3 Educational procedures were developed during the process of teaching the course.
4.4 This was not completed.
4.5 Continuous monitoring was performed; small changes were constantly being made in order to make the program more effective. A senior teacher project has been requested for this summer to continue to develop plans, techniques, and materials for contracts, individualization and extended use of A-V equipment.

APPENDIX Q (continued)

Objective

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

5. Bibles As Literature

One section of "Bible As Literature" (a new language arts course) will be offered to El Modena High School students during the Spring Semester, 1975-76 school year.

Results:

Items 5.1 through 5.4 were completed. The Bibles As Literature course is currently being taught one period a day by Mr. Fred Gale. Representative members of the religious community participated in the development of the course. Evaluation of the course will be completed at the conclusion of the semester. Mr. Gale will have recommendations for changes and will seek the opinions of his students through use of an open-ended student evaluation.

Objective

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

6. Science Fiction

One section of "Science Fiction" (a new language arts class) will be offered to EMHS students during the Spring Semester, 1975-76 school year.

Results:

Items 6.1 and 6.2 have been completed. Two sections of Science Fiction are being offered this Spring Semester. At Spring registration demand for the course was great. Easily, four sections could have been provided to meet student interest. Mrs. Faas has noted various aspects of course objectives and format that need to be modified. An essay type student

APPENDIX Q (continued)

AS AMR PA PAMR NA

Results: (continued)

evaluation will be administered at the conclusion of the course. Recommendations for changes in the course overview will be made at the conclusion of the course.

Objective

7. Bicentennial Plans

By September, 1975, the school plan for the Bicentennial Year Program will be completed by the EMHS Bicentennial Planning Committee and implemented during the 1975-76 school year.

Results:

The El Modena Bicentennial Planning Committee met numerous times during the past year to plan for and coordinate bicentennial activities. The school's bicentennial activities culminated in a bicentennial day involving the entire school in assembly presentations, booths, competitions, displays, etc. The enclosed materials indicate the amount of work that was involved in developing bicentennial activities.

Objective

8. Standardized Test Scores

Seniors taking the Survey of Basic Skills will show an increase of 5% positive discrepancy from 100% on the Survey of Basic Skills testing during the 1975-76 school year as compared to seniors in the 1974-75 testing.

Results:

A procedure for inservicing teachers who administered the S.B.S. was

APPENDIX Q (continued)

Results: (continued)

established and carried out. We will not know if a 5% positive increase on test scores was attained until the results are made public in September, 1976. Enclosed are the materials developed to improve the test administration.

AS AMR PA PAMR NA

Objective

9. Objective number 9 was deleted due to new District guidelines and procedures being in the process of development. A new District program will be forthcoming.

Curriculum Development

The principal with the assistance of the members of the Boys' and Girls' physical education department will develop, implement, and evaluate an innovative and modified physical education program including co-educational classes and off-campus classes by April 1976. The interest and value of the program will be measured by a survey given to students in April.

Objective

10. Improvement of Curriculum-Articulation

The principals of El Modena High School, McPherson Jr. High School, and Santiago Jr. High School, with the assistance of the department chairpeople of each school will plan and organize articulation and communication meetings between members of each department of the junior and senior high schools to increase understanding, awareness, and continuity in the curriculum.

APPENDIX Q (continued)

Results:

Items 10.1 and 10.2 were completed. Item 10.3 was not done as the teachers at the three schools did not wish to have the District coordinators preparing and taking over their meetings. 10.4 was not completed as it was decided one minimum day articulation day would be sufficient. Items 10.5 and 10.6 were completed.

Objective

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

11. Development of Environmental Site

The principal, with the assistance of the District maintenance, selected staff members and the Associated Student Body of El Modena High School, will plan, finance, develop and dedicate the environmental site in the Fall of 1975.

Results:

The site is almost completed with all trees and shrubs planted, the pond filled, and pump operating. The dedication will take place in the Fall of 1976.

Objective

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

12. New Course Development - Automotive Machine Shop

The Assistant Principal, Pupil Personnel Services, with the assistance of the vocational education personnel at the District level and the auto shop teachers will develop and implement an automotive machine shop course for the Spring semester of the 1975-76 school year.

APPENDIX Q (continued)

Results:

Industry is in need of trained personnel. The Community Colleges are not able to handle the demand. Cost to implement approximately $20,000.00. Curriculum was not established due to lack of funds this year.

AS AMR PA PAMR NA

Objective

13. Student Housing and Curriculum

The school principal and the administrative staff will develop a plan for housing students through 1979-80. This is necessary as we are presently at capacity this year with 1780 students as our projected enrollment through 1978-79 would be in excess of 2000 students, which means we will have to have facilities available for an additional 220 students by the 1979-80 school year.

Results:

Items 13.1 and 13.2 have been completed. However, 13.3 and 13.4 have not been completed as we will not have to utilize this plan for at least one more year.

AS AMR PA PAMR NA

Objective

14. Evening Classes

By April, 1976, the two Assistant Principals will have developed procedures and criteria for the offering of early morning and evening classes for the 1976-77 school year.

Results:

A 6:55 a.m. biology class was implemented this year to allow 30 more students the opportunity to take

APPENDIX Q (continued)

Results: (continued)

this college preparatory course. No evening classes were established this year.

PA AMR PA PAMR NA

Objective

15. Improvement of School and Community Climate

The principal, assistant principal of pupil personnel services, assistant principal of instruction, members of the instructional council and members of the school plan committee, will develop and implement a complete system of interschool and community communication to improve the credibility of the school with the community by January of 1976. To be measured by a parent, student, and staff survey in April of 1976.

Results:

Items 15.1 - 15.4 have all been completed with the exception of sub-items "b" and "h" in 15.3. See attached procedures.

PA AMR PA PAMR NA

Objective

16. School and Community Planning

The principal will continue to work with and develop leadership within the School Plan Committee throughout the 1975-76 school year. The main function of the School Plan Committee is to gather information and establish tentative priorities for the school.

Results:

All items 16.1 - 16.4 have been completed. See questionnaire and results.

APPENDIX Q (continued)

PA AMR PA PAMR NA

Objective

17. Community Involvement

The principal and entire school staff will work together to increase parent and community involvement in all school functions and activities throughout the year by 10%. This will be measured by the number of parents in attendance in comparison to activities in 1974-75.

Results:

This was difficult to measure as we did not have accurate information regarding the number of parents in attendance during the 1974-75 school year. Items 17.1 - 17.7 were all completed. We would estimate that we had more than a 10% increase this year. However, it is only an estimate.

PA AMR PA PAMR NA

Objective

18. School-Community Relations

During the 1975-76 school year, the Administrative Intern with other support staff will improve communications with the Spanish speaking community regarding school procedures.

Results:

(a) Graduation requirements - see attached.
(b) College Entrance Requirements - meetings in the community.
(c) Discipline procedures - see attached.
(d) Attendance procedures - see attached.
(e) Alternative schools - meetings in the community.
(f) Special programs - meetings in the community.

APPENDIX Q (continued)

AS AMR PA PAMR NA

Results: (continued)

(g) General information - meetings in the community.

Community meetings were held October 22, 1975, February 11, 1976, April 7, 1976.

AS AMR PA PAMR NA

Objective

19. Staff-Students Interpersonal Relations

Staff members will develop a more positive attitude toward students and their cognitive and effective needs through the advisor-advisee program by the end of the 1975-76 school year.

Results:

Advisor-advisee program was not implemented. Questionnaires were not given because program was not implemented.

AS AMR PA PAMR NA

Objective

20. Career Center Expansion and Improvement

By the end of the 1975-76 school year, a plan for enlargement of the Career Center will be finalized. The Assistant Principal, Pupil Personnel, with the assistance of the Career Center Personnel, will complete this objective.

Results:

Needs
(a) Close coordination of all vocational and career programs.
(b) More exposure to students.
(c) Group counseling area.
(d) Students do not have to go to three different areas.

APPENDIX Q (continued)

Results: (continued)

Construction plan sent to District.
Room drawing attached.
Work orders sent out May 28, 1976

AS AMR PA PAMR NA

Objective

21. Advisor-Advisee Program

An Advisor-Advisee program will be implemented by the Assistant Principal, Pupil Personnel, with the assistance of the counselors, and put into practice the Spring Semester, 1976.

Results:

The Program has been delayed one year. A packet for teachers is attached. Not implemented, not developed. Meetings were held November 13, 1975, December 11, 1975, February 19, 1976. Not developed.

Objective

22. Campus Improvement

A comprehensive master plan for campus improvement will be developed by October 1, 1975, with the assistance of the Activities Director and input from the Student Council chaired by the Commissioner of Grounds.

Results:

A diagrammed plan is in the Activities Office (lost in the fire). Meetings have been held on November 11, 1975, and March 17, 1976. Projects are plotted on diagram in Activities Office, (lost in the fire). The master plan for campus improvement is in the process of being rewritten.

APPENDIX Q (continued)

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

Objective

23. Noontime Recreation and Intramural Sports Program

A lunch time recreational and intramural sports program will be established, with the assistance of the Activities Director and teacher supervisor by October 1, 1975.

Results:

Bulletins with notice for lunch time activities - see attached. Pool, Gym, Weight Room, Tennis, Volleyball, Frisbee and Softball areas are all being used. Students were notified by daily bulletin. See attached. Evaluation by students through school plan survey. Results on surveys are included with materials for evaluation.

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

Objective

24. Single Lunch

The Administrative Staff will plan and implement a single lunch period in September of 1975 for the purpose of coordinating student and staff activities.

Results:

Evaluation through school plan survey. All activities listed were held during the lunch period.

AS ☐ AMR ☐ PA ☐ PAMR ☐ NA ☐

Objective

25. On-Campus Accident Reduction

The Assistant Principal, Pupil Personnel Services, with the assistance of the entire school staff will reduce the on-campus

APPENDIX Q (continued)

Objective (continued)

accidents by 10% for the 1975-76 school year over the 1974-75 school year.

Results:

Discussed at two faculty meetings. Custodians were alerted and followed through.
Not done; felt inappropriate - posters were not displayed around campus. Need District Office data.

AS AMR PA PAMR NA

Objective

26. On-Campus Vandalism Reduction

The Assistant Principal, Pupil Personnel Services, with the assistance of all staff members will reduce vandalism by 10% over the 1974-75 school year.

Results:

Discussed at small group faculty meetings. Discussed with club and class sponsors. In-service with custodial staff. Also representatives from the Fire Department to in-service on explosive and bomb threats. Done through work orders in cafeteria area. Done when it was felt necessary. Continually being debugged. Need District Office data. We're not certain whether fire was due to vandalism or burglary.

AS AMR PA PAMR NA

Objective

27. Attendance - Reduction of Truancies

With the assistance of the Dean, Administrative Intern, Attendance Secretaries, Nurse and Community Aide, a reduction of truancies by

APPENDIX Q (continued)

Objective (continued)

10% over the 1974-75 school year will be established.

Results:

Meetings were held October 22, 1975, February 11, 1976, and April 7, 1976. Advisor-Advisee Program was not implemented. Data not available at this time. It appears that truancies have decreased by approximately 10%. However, our excused absence rate has gone up approximately 10%.

Objective

AS AMR PA PAMR NA

28. Reduction of Student Suspension

The Assistant Principal, Pupil Personnel Services, with the assistance of the administrative staff and District Office personnel will reduce the number of suspensions by 10% over the 1974-75 school year.

Results:

Programs were established. There was a 54% reduction in suspensions.

APPENDIX R

EL MODENA HIGH SCHOOL

EVALUATION QUESTIONNAIRE FOR PRINCIPAL

1975 - 76

Directions: Please complete this questionnaire by checking the appropriate box for each statement. This will enable me to obtain necessary feedback on various management and leadership skills which I have/have not used during the 1975-76 school year. The percentages in the code were put there to give you some guidelines in estimating your evaluation in a more definitive manner.

Please check one: ☐ Staff member ☐ Parent ☐ Student

Please proceed with the remainder of the questionnaire and when completed place in the suggestion box in the office area or return via a teacher or student. Many thanks!

Code: Always = 95 to 100% of the time
Most of the time = 75 to 94% of the time
Sometimes = 25 to 74% of the time
Seldom = 5 to 24 % of the time
I = Insufficient information to evaluate

	Always	Most of the time	Some-times	Seldom	I
1. The principal is accessible and available when I need to talk to him.					
2. The principal was able to build better relations with the community during the 1975-76 school year.					
3. Teachers are assigned to teach in those areas where they have knowledge and competence.					
4. The principal provided time and resources for staff development during the past year.					

APPENDIX R (continued)

	Always	Most of the time	Some-times	Seldom	I
5. The principal handles my concerns in a professional and efficient manner.					
6. Parents have a high regard for the principal at El Modena High School.					
7. Staff members have a high regard for the principal at El Modena High School.					

APPENDIX S

ORANGE UNIFIED SCHOOL DISTRICT

Principal's Evaluation Orientation

AGENDA

1. Purpose of New Program
2. Process of Development
3. Explanation of Standards (3 parts)
4. Walk through of Steps 1 - 7
5. Supplemental Statement, Disagreement
6. Supplemental Statement, Commendation - Recommendation
7. Statement, Evaluatee's Reaction to Evaluation
8. New School Plan Procedures
9. Concerns from Principals
10. Inservice and Orientation Evaluation Questionnaire

APPENDIX T

ORANGE UNIFIED SCHOOL DISTRICT

Principal's Evaluation Questionnaire
on the New Principal's Evaluation Model

Directions:

Please answer each question or statement by circling the appropriate item. If you have any suggestions or criticisms, please list them in the space provided.

1. The objective setting conference was very helpful in establishing those standards needed by the principal to be more effective in fulfilling the job responsibilities.

   ☐ Very effective ☐ Somewhat effective ☐ Not very effective

   Comments or Suggestions:_____

2. The assistance received as outlined in the procedures for the program were of value in assisting me to improve my skills in the standard agreed upon.

   ☐ Very helpful ☐ Somewhat helpful ☐ Not very helpful

   ☐ Was of little or no value

   Comments or Suggestions:_____

3. The new evaluation model enables my supervisor to evaluate my management skills in a valid way.

   ☐ Very valid ☐ Somewhat valid ☐ Not too valid

   ☐ Very little or no validity
   Comments or suggestions:_____

APPENDIX T (continued)

4. Please compare the new evaluation model with the previous instrument used for evaluating your leadership skills.

_____

_____

_____

_____

_____

Please complete and return to Ed Seal at El Modena High School by May 12, 1976. Many thanks!

APPENDIX U

EL MODENA HIGH SCHOOL

SCHOOL PLAN COMMITTEE SURVEY
FOR STUDENTS, PARENTS AND STAFF

Directions: Please darken in the appropriate space that indicates your opinion on each statement below. Use the following code:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree
NO = No Opinion

		SA	A	D	SD	NO
1.	Our campus is clean and well kept.	☐	☐	☐	☐	☐
2.	Our school spirit is good.	☐	☐	☐	☐	☐
3.	Our school assemblies are good.	☐	☐	☐	☐	☐
4.	We have a fine boys' athletic program.	☐	☐	☐	☐	☐
5.	We have a fine girls' athletic program.	☐	☐	☐	☐	☐
6.	Our girls' athletic coaches have a positive attitude.	☐	☐	☐	☐	☐
7.	Our boys' athletic coaches have a positive attitude.	☐	☐	☐	☐	☐
8.	El Modena is very good as it is presently.	☐	☐	☐	☐	☐
9.	Our counselors are helpful to students.	☐	☐	☐	☐	☐
10.	Our counselors are knowledgeable.	☐	☐	☐	☐	☐
11.	Our counselors give adequate career information to students.	☐	☐	☐	☐	☐
12.	Our counselors make graduation requirements known to students.	☐	☐	☐	☐	☐
13.	The attitude of administrators is positive toward students.	☐	☐	☐	☐	☐
14.	Teachers have a positive attitude toward students.	☐	☐	☐	☐	—

APPENDIX U (continued)

	SA	A	D	SD	NO
15. Teachers usually present interesting and enthusiastic lessons.	☐	☐	☐	☐	☐
16. Teachers generally do a good job of teaching.	☐	☐	☐	☐	☐
17. Smoking is a problem at El Modena.	☐	☐	☐	☐	☐
18. Restrooms are kept clean.	☐	☐	☐	☐	☐
19. Cafeteria food is good.	☐	☐	☐	☐	☐
20. KLMO was good for students.	☐	☐	☐	☐	☐
21. Our noon time recreation program is good.	☐	☐	☐	☐	☐
22. A single lunch is better for staff and students.	☐	☐	☐	☐	☐
23. Our school facilities are very adequate in the classroom instructional program.	☐	☐	☐	☐	☐
24. Our school athletic facilities are adequate.	☐	☐	☐	☐	☐
25. Our off-campus classes are beneficial to students.	☐	☐	☐	☐	☐
26. We have a good selection of classes at El Modena.	☐	☐	☐	☐	☐
27. Campus atmosphere is good.	☐	☐	☐	☐	☐
28. Students at El Modena are friendly.	☐	☐	☐	☐	☐
29. Staff members are friendly toward students.	☐	☐	☐	☐	☐
30. Student government is effective.	☐	☐	☐	☐	☐
31. Student government members communicate very well with other students.	☐	☐	☐	☐	☐
32. Student representatives from each 2nd period class report information back to the class.	☐	☐	☐	☐	☐

APPENDIX U (continued)

	SA	A	D	SD	NO
33. The student bulletin read over the intercom serves a need for our students.	☐	☐	☐	☐	☐
34. The "Run for Classes" registration procedure is good for the students.	☐	☐	☐	☐	☐
35. Our classrooms are kept clean.	☐	☐	☐	☐	☐

APPENDIX V

DEFINITION OF TERMS

1. Ad Hoc Committee - A committee comprised of three elementary principals, two junior high school principals, and one high school principal selected by the Principals' Evaluation Committee to refine the program and to write the procedures for implementing the new program.

2. Administrative Procedures - Board of Education-approved procedures reflecting the Board policies and by-laws governing the District.

3. Board Policies - Policies adopted by the Board of Education to govern their conduct, activities and responsibilities.

4. Instructional Council - A school council comprised of all thirteen department chairpersons, five administrators, and a counselor representative. It is the responsibility of council members to work in liaison capacities with their departments to resolve school problems and make recommendations to improve programs. The council meets once each month for approximately two hours per meeting.

5. Leadership Skills - Skills including ability to motivate, reinforce, and evaluate persons in subordinate positions or noneducational roles. These skills are used in such areas as evaluation of curriculum and instruction, staff in-service, test interpretation, evaluation of staff, and working with parent groups.

6. Managerial Skills - Skills or abilities needed to plan and organize more efficiently activities and work schedules. These skills are used in such areas as office work, budget accounting, pupil attendance accounting, maintenance of facilities and equipment, ordering of supplies.

7. Objectives - Those job targets or stated accomplishments that the principal and/or school faculty intend to achieve during the school year.

8. Principals' Evaluation Committee - A committee of administrators comprised of five elementary principals, three junior high school principals, two high school principals, the two Area Superintendents, and the Assistant Superintendent of Personnel. Their responsibility was to research and develop an evaluation program for school principals which involved students, staff and parents.

APPENDIX V (continued)

9. School Plan - A document submitted to the Board of Education in October of each year containing all of the school objectives for the year.

10. School Plan Committee - A committee comprised of five parents, five students, two teachers, and six nonteaching certificated employees of the school. The students and parents on this committee are selected through the recommendation of student and parent groups active in school functions. The nonteaching certificated staff members are selected by and at the discretion of the school principal.

11. Validity - An evaluation that demonstrates a high degree of validity is one that substantiates achievement or improvement through constructive feedback from staff, parents and, whenever feasible, students.

12. Teacher Assessment Instrument - A systematic process of evaluating the teaching-learning process involving teaching to an objective, at the correct level of instruction, monitoring to make sure students are learning, using good teaching theory, and avoiding the abuse of good teaching theories. In addition to using Bloom's Taxonomy in teaching at various levels to make sure students have the opportunity to work in recall, comprehension, application, analysis, synthesis, and evaluation.

APPENDIX W

EL MODENA HIGH SCHOOL

Student Interview Questionnaire

Name of Student _____ Date _____

1. Name one good thing you like about school.

2. If you could change one thing about El Modena, what would it be?

3. What do you think of the counseling program?

4. Have you seen your counselor this year?

5. How effective is your student government?

6. What do you think of the attitude of the teachers toward the students?

7. What do you think of the administration's attitude toward the students?

8. Are students generally proud of El Modena High School?

9. Do you think El Modena High School is providing you with knowledge and skills that will be useful to you after graduation?

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